



Childcare Inspection Report on

Extratime

**Willowbrook Primary School
Sandbrook Road
St Mellons
Cardiff
CF3 0ST**



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Description of the service

Extratime is an after school club that provides care for a maximum of 44 children aged 4 to 11 years. The club takes place in the main hall of Willowbrook Primary School, St Mellons, Cardiff. The hours of operation are 3pm to 6pm, Monday to Friday, term time only. The registered provider is Willowbrook School Governing Body and the responsible individual is Stephen Davies, the head teacher. At the time of the inspection, a deputy play leader was in charge of the club. The language of the club is English.

Summary of our findings

1. Overall assessment

Children are happy, settled and confident at the club. They have access to a good supply of resources and they experience a variety of interesting activities to support their play and development. There is a team of committed staff who know the children well and try to ensure that children get the most out of their time at the club. Staff are caring and responsive. The environment is safe and well maintained, with a good range of resources and equipment. The service is run smoothly and is mostly compliant with regulations and national minimum standards. Staff have good partnerships with parents and the wider school. Parents are very satisfied with the service. They said their children are very happy at the club and that staff are very friendly and supportive.

2. Improvements

There was evidence of improvements in the service. We saw that leaders had addressed the non-compliance matters raised in the last inspection report as staff recruitment records were complete and fire drills were taking place regularly.

We found that leaders had updated the statement of purpose to reflect the service provided and to include the information required under National Minimum Standard 1.

Parents and staff reported that the staff team was stronger and leadership of the club had improved.

3. Requirements and recommendations

Section five of this report identifies our requirements and recommendations to further improve the service.

We found that the registered provider was not compliant with regulations relating to:-

- Disclosure and Barring Service (DBS) checks – because the DBS for three staff had not been renewed within 3 years;
- staff supervision - because staff one-to-one supervision was not taking place; and
- provision of information - because CIW had not been notified that the PIC had left the service and another person was acting as PIC.

We made recommendations in relation to the quality of care report and policies and procedures.

1. Well-being

Summary

Extratime After School Club promotes children's well-being through a wide range of fun and stimulating activities. Children are listened to and influence the choice of activities at the club. They are happy and settled and experience warm and caring relationships. Children interact and cooperate well with each other and with staff. They are developing well, are becoming independent and enjoy their time at the club.

Our findings

1.1 To what extent do children have a voice?

Children's opinions and wishes are listened to and they are able to make decisions. We saw that children's feedback had been actively considered in the development and delivery of the service. There was a children's participation policy in place and children were encouraged to complete monthly viewpoint sheets and annual questionnaires about the service. We saw that the choices of snacks, activities and resources were influenced by the feedback from children. We heard staff encouraging children to join in and express their opinions and saw that children were given time to decide and make choices. Children were confident to express their wishes, for example, at the start of the session we heard several children say they wanted to play outside as the weather was fine and the evening was arranged so that children played outside before snack and played inside afterwards. Children moved freely around the hall and they chose what to do, who with and where to play. 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 had waffles, yoghurt and fruit at snack time; they ate at their own pace and we saw them ask for more and help themselves to water. Children told us they always had a choice at snack time and they enjoyed choosing the fillings for sandwiches and making wraps at the club.

Children have a strong voice and can choose the activities they want to take part in.

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

Children are familiar with staff, routines and their surroundings and this helps them feel confident, secure and happy and gives them a sense of belonging. There were induction checklists, for new children, to ensure that they knew the club layout and routines, rules and fire drill procedures. We saw that children knew each other and staff; they told us they liked the routines of the club and we saw that they respected the rules and boundaries. Children walked in happily and greeted staff and friends; they asked for favourite games, materials and equipment to be set out; they sat quietly for registration; they washed their hands and they sat together for snack time. Children looked very happy and relaxed. They smiled and laughed with friends and were confident to approach staff and include them in conversations and activities. They talked to staff about their lives and we heard them talk about their day at school, their friends and families. Staff valued children by introducing us and explaining about the inspection. As a result, children relaxed and told us why they enjoyed being at the club and what they liked to do.

Children feel very safe, happy and valued at the club.

1.3 How well do children interact?

Children are content and well-settled. We saw that the children were very polite and well behaved and older children supported the younger ones. Children played well together and we saw that they shared and took turns while playing a word game, playing with electronic games and using equipment outside. We saw children welcoming others to join activities. Two boys hooted with laughter as they styled each other's hair in the play hair salon; children chased bubbles outside and played with musical instruments together; they played with construction games on the floor; they enjoyed colouring at a table; and they sat with staff to play a 'Think Words' game. We saw older children helping younger children with puzzles and construction games. Children were clear about expectations of good behaviour and the rules of the club. We saw that they listened to each other and to staff. We heard children cheering others on and saying 'please' and 'thanks' to each other and to staff; and they followed staff's requests to break for snack.

Children interact very well with each other and with adults.

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

Children are very interested in what they do at the club. We saw that children were happy to attend and to engage in a range of activities. Children told us that they could choose what they did and that they particularly enjoyed cooking, reading, playing with dolls, the play hair salon and playing outside. Children played busily and engaged well with their chosen activities. There were plenty of good quality toys and resources that children could independently access. We saw children asking staff to help with construction games and to play word games with them. Children had a lot of fun at the club and we heard them laugh and urge each other on as they played more physical games outside. Many children were reluctant to leave when their parents arrived because they were enjoying themselves so much.

Children really enjoy their play and learning.

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

Children have a range of opportunities to play and learn at their own pace and can experience adult led or self-directed play. There was a good range of toys, games and resources, arranged so that children could help themselves, play, discover and learn through play. Children enjoyed table top activities and construction to support their dexterity, concentration and memory; energetic games to support their tactical thinking skills and co-ordination; and chatting to support their language, social and emotional development. We saw that children were confident to choose their activities or ask for help from other children or from staff. Older children helped at snack time and tidied away when they had finished playing and younger children were supported to do so. Children accessed the school toilets independently and we heard younger children confirm they had washed their hands. We saw older children helping to set up activities and supporting younger children without being prompted.

Children learn and develop very well through play and have opportunities to develop independence skills.

2. Care and Development

Summary

Staff are appropriately trained, responsive and caring. They keep children safe, encourage healthy lifestyles and support children effectively to develop skills. Staff manage children's behaviour very 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. All staff had attended safeguarding training and more than 50% had attended first aid and food hygiene courses. The staff we spoke to knew what to do if they had concerns about a child or in case of an accident. We saw that there were well-planned routines to keep children as safe as possible and to encourage healthy lifestyles. Staff ensured that visitors signed in and out of the club and that a parent or named person signed their child out when they left the club. We saw that staff checked the hall, toys and equipment before the session and made sure that the playground was secure. Staff were aware of children's individual dietary requirements and any allergies. They followed the Healthy Eating policy and encouraged children to eat light, nutritious snacks and to drink plenty of water during each session. The snack menu reflected children's preferences and included a variety of different foods and flavours from different cultures. Staff provided plenty of water or milk to drink and we saw older children help themselves. We saw good hygiene practice, for example, staff washed their hands and we saw staff prompting younger children to wash their hands and face. We heard staff giving safety messages to children, such as, "please remember we don't pull hoods" and "not too fast" when children were playing chase outside and when they were running. Staff provided interesting and fun activities to encourage children to be active indoors and outdoors. We saw all children fully engaged in very physical activities in the playground.

Staff promote children's health and safety effectively.

2.2 How well do practitioners manage interactions?

Staff support children to interact appropriately. Staff encouraged children to share, cooperate and take turns and we saw that children responded well. There were 'ground rules' for the club and the children knew the rules and could tell us what they were, for example, being kind ('kind hands, kind feet, kind words') listening, being polite and helpful. Staff were good role models; they were warm and friendly, relaxed and polite to each other and to children. Staff listened to the children and gave them plenty of time to finish conversations, activities and their snacks. We saw that when there were minor disputes, staff were very clear about their expectations and encouraged children to talk about the rules and understand the reasons for them. Staff valued children by including them in decisions about activities and by introducing us. Staff responded promptly to children's requests for support. They sat alongside children, listened to their views, welcomed their participation and praised their achievements. Children were very well behaved, for example they followed requests to sit quietly for registration, they waited in turn to choose their snack, they shared, helped each other and they took turns in group games.

Staff manage children's behaviour effectively and this supports their social development.

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 if it is needed. The children's registration forms contained information about children's diets and additional needs. Our discussions and observations indicated that staff knew the children well and provided a good range of play and learning opportunities, indoors and outside, based on what children enjoyed and requested. Three of the five staff held relevant qualifications in children's care, learning and development and we were told that when courses and funding were available, some staff would attend a Playwork qualification to enhance and enrich children's play. There was a good balance of child and adult led activities. We saw that staff provided extra support when needed, such as helping support younger children with construction games. Staff used opportunities to extend children's play and learning, for example, they promoted the development of the children's language and social skills when they sat with them at tables played word games; chatted about their interests, school and home lives, or asked them to describe pictures and colours. Children had opportunities to learn about different cultures because staff provided resources which reflected diversity and a multi-cultural society. Staff told us that they celebrated various festivals and themes during the year. We did not hear any Welsh language during the inspection. Children told us that they were learning some Welsh in school; one of the staff spoke Welsh; there were some Welsh books and we saw bilingual posters and signs in the hall.

Staff promote children's play and development effectively.

3. Environment

Summary

Leaders ensure that the environment is safe, clean and well-maintained and is suitable for the age range of children that attend. The club is held in the school hall and has access to a large and secure school yard with climbing frame and slides. The club also has use of an outside classroom area with sand and water play and a garden area. Resources are good quality and provide children with a 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. We saw that staff followed safety procedures including checks on toys, equipment, inside and outside areas before each session and risk assessments covered all areas and activities. The club was secure from unauthorised visitors. We saw that visitors had to sign in at the school reception and the entrance to the hall was closed after all children had registered. Staff supervised and monitored children closely and we saw that the outside play area was secure. Toys and equipment were clean and in good condition. We saw that staff cleaned tables before snack time and children helped to tidy up. The toilets were very clean and had liquid soap and hand dryers. The annual tests for heating and electrical equipment were up to date and the service was suitably insured. We saw records that regular fire drills had taken place since the last inspection and the children we spoke to were clear about what to do if the fire alarm sounded.

Leaders and staff follow appropriate 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 arranged so that children could do things for themselves and choose what to play with. The outdoor areas included covered space for shelter from the sun or rain. The hall provided sufficient space for a wide range of activities and for physical and energetic activities and games if it were too cold or wet to go outside. During the inspection, the hall was set up with different areas of play and activities on the floor or on tables. There were also quieter areas for children to relax after school or to work on their homework if they preferred. Children spent the first part of the evening outside as the weather was fine. After snack time, they played inside and moved freely from one area to another. Children accessed the toilets independently. 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 good resources, materials, equipment and toys. We saw that the resources and equipment were of good quality and were suitable for the children's ages. There was a very good selection of toys and games; and sufficient resources to ensure that every child had a choice. Staff knew the children well; they listened to the children, planned ahead and provided stimulating activities and play opportunities for children of different ages and abilities. We saw that children requested and really enjoyed playing outside. Older children played alongside younger children and we also saw that a few who did not want to play outside were able to carry on inside the hall away from the larger group. Staff told us that equipment was cleaned regularly and any broken toys disposed of and replaced. The toys and equipment were very clean and in good condition and we saw that different cultures and identities were reflected in books, jig saw puzzles and toys such as dolls and play food. The activities and resources provided children with suitable challenges and opportunities to keep them engaged in play.

Leaders and staff provide and maintain good quality resources and equipment.

4. Leadership and Management

Summary

Leaders ensure that the club is well run and adequately staffed to meet the needs of children. Staff enjoy their work and feel supported by leaders. The club is well established and there are good partnerships with parents and the wider school. Leaders review the quality of the service using feedback from children and their parents/ carers to inform the future planning of the service. Some improvements are needed in relation to record keeping, staff supervision and appraisals.

Our findings

4.1 How effective is leadership?

Leaders create a welcoming atmosphere where children, parents and staff feel valued. At the time of this inspection, the previous person in charge had left the service and the deputy play leader was running the club. The deputy had worked in the school and after school club for many years. She had a very strong sense of purpose and was committed to ensuring that the service provides the best for the children and their parents. The deputy had a good understanding of the regulations and the national minimum standards for the service and had updated the statement of purpose to ensure that it met the regulations and reflected the aims of the service including to *'consult with children on all aspects of the service'*; *'provide good quality, affordable, accessible and reliable child care services'*; *'promote healthy eating habits and general health and fitness'* and *'develop interests and hobbies'*. We noted that some policies were out of date. For example, the Complaints Policy did not contain correct information about CIW's role in complaints and the Welsh Language Policy did not reflect the practise at the club. The deputy told us that she would review the policies and procedures to ensure they are relevant and provide clear information for parents and staff. There was an established team of experienced staff who knew the children and each other well, as the staff also worked in the school. We saw that staff were familiar with and followed the club's procedures; for example they followed the behaviour policy and the procedure for recording accidents. We saw the records accidents and we saw that staff had recorded them in detail and discussed them with parents and that they were signed by staff and parents. The staff and children's records we looked at were in good order and contained the relevant information.

We saw that the latest Statement of Purpose for the service included the name of the deputy as acting person in charge. However, CIW had not been notified of the change. We reminded the responsible individual that under the Child Minding and Day Care (Wales) regulations, they are required to notify CIW of all changes in staff.

The leadership and management of the service are adequate.

4.2 How effective is self evaluation and planning for improvement?

Leaders are improving the service that they provide and take into account the views of children and parents to evaluate the service. There was a complaints policy in place for parents and children although no complaints had been made. Leaders monitored the quality of the service through monthly evaluation questionnaires completed by parents and children. We saw that

older children were also asked to choose and support younger children to complete the questionnaires. Their responses had been collated into an annual report on the quality of care and we looked at the report dated July 2017. The report included children's and parents' comments and action plans for addressing issues raised. Leaders confirmed that more equipment had been purchased and that cookery and craft sessions had been scheduled in response to the feedback. Staff also planned ahead using what the children enjoyed and what they asked to do, making changes wherever necessary. We saw that staff sought children's views at various times during our visit. They asked children which games and activities they enjoyed, what they wanted to do and where they wanted to play. Staff were responsive and changed activities to meet children's needs and preferences. We discussed that the views of staff should also be included in the annual review and in the report on the quality of the service and we have made a recommendation in relation to this.

Leaders are evaluating the service and are proactive in planning for improvement.

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

Leaders ensure that there are sufficient numbers of staff available for the children attending and that activities meet children's needs. Staff had access to relevant information about the children to meet their needs and keep them safe. The club staff also worked in the school and one told us that as a result, they were aware of many of the children's needs, preferences and any issues from the day. There were routines in place that ensured toys and equipment were in good condition and that they were checked, cleaned and replaced regularly. We saw that leaders used staff and resources effectively and staff worked well together. Staffing ratios exceeded the minimum standards when we visited and the records we looked at and discussion with staff, indicated that staffing ratios always met or exceeded the minimum standards. There was one agency staff present, who told us it was their first time at the club. They told us that they had received a good induction and we saw that there were induction procedures including introductions to the children. Staff said that they felt well supported by leaders. One said, "We are now working well together as a team and there have been very positive changes". The deputy play leader told us that she had commenced annual appraisals of staff performance and training needs, as recommended in the last CIW inspection and we saw records in two files to confirm this. We discussed the requirement to ensure all staff were provided with opportunities to reflect on their practice through regular one to one supervision as well as an annual appraisal. Staff records contained all the required recruitment information including identity documents, evidence of training and qualifications, and statements about health. However, we found that not all DBS checks had been renewed within three years, as required by regulations, and we brought this to the responsible individual's attention.

Resources and equipment are managed very well and staff management is adequate.

4.4 How effective are partnerships?

Leaders and staff have very good relationships with children, parents and the wider school.

Relationships between staff, children and parents were strong and there was a positive partnership between the club and the wider school. Four children's files were viewed and evidenced that parents had completed relevant documentation to enable staff to provide

appropriate care, including a registration form/contract, consent for emergency medical treatment and to take photographs. Accidents had been recorded and the records had been signed by parents to acknowledge the entry. 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 this was how parents were kept informed of any messages from school, forthcoming events and of incidents or accidents at the club. There was also general information about the club on the notice board. Parents told us that they were kept well informed and they were very happy with the service. All the parents we spoke to confirmed they would feel comfortable in approaching the staff if they were unhappy or needed further information.

Parents' comments included:

- "It's a wonderful service. (My child) loves coming and I know he is safe. Staff are very approachable and keep me informed of any issues. I wouldn't be able to work or study without this".
- "They love it. I've never had any complaints. They are happy here"
- "It's a brilliant club, fantastic. The staff are excellent. Everything's good and she's happy here"; and
- "I am really grateful to have the club. It's excellent for working parents. It's safe and there is good choice of activities".

Partnerships with parents are strong and effective. Staff have very good relationships with parents, children and the school.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

During the last inspection, we notified the provider that they were non-compliant with Regulation 28 (2) (b) (ii). This was because not all information required as part of the pre-employment checks, for all employees, was available for inspection. The service is now compliant. We found that the responsible individual had addressed this and all the required pre-employment information was on the staff files.

During the last inspection, we also notified the provider that they were non-compliant with Regulation 38 (e). This was because a fire drill had not been carried out for over a year. The service is now compliant. We found that fire drills had been carried out during club hours at termly intervals and they were recorded.

5.2 Areas of non compliance identified at this inspection

We notified the registered provider that they were not compliant with the regulations relating to:

- Disclosure and Barring Service (DBS) checks [Regulation 28(2)(b)(ii) and Schedule 1 Part 2 (35)] – because two of the staff had DBS checks that were issued more than 3 years previously;
- Provision of Information [Regulation 31(2) and Schedule 4 (2) – because they had not notified CIW that the PIC had left the service or provided the required details relating to the person who was acting as PIC; and
- Staff supervision and appraisal [Regulation 29(3)(a)], because staff one-to-one supervision was not taking place and some staff had not had an annual appraisal.

We have not issued non compliance notices on this occasion as there was no significant impact or risk to children and we expect leaders to take action to address these issues. The responsible individual told us he was in the process of renewing DBS checks for staff and that he would formally notify CIW of the change in PIC. We saw that the deputy play leader had commenced staff appraisals and supervisions. These issues will be followed up at the next inspection.

5.3 Recommendations for improvement

We recommended that leaders:-

- include, in the annual review of the quality of care report, the views of staff and how CIW requirements and recommendations have been addressed;
- update the Complaints Policy to include timescales, concurrent investigations, the role of CIW in the complaints process and CIW contact details;
- review all policies and procedures to ensure they are still relevant and reflect the operation of the club; and
- update the name and contact details for Care Inspectorate Wales on policies and procedures when they are next reviewed.

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 to the service on 1 May 2018 and stayed for the whole session;
- we spoke to children, eight parents, four staff, an agency staff, the deputy play leader and the responsible individual;
- we observed children and staff indoors and in the playground;
- we inspected the premises;
- we looked at the previous CIW report;
- we looked at a sample of documentation and policies including the register, visitor records, children's records, staff files, accident and incident records, the statement of purpose, policies and procedures and questionnaires completed by children and parents; the quality of care report 2017 and
- we gave feedback to the deputy play leader and the responsible individual after the inspection.

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	Stephen Davies
Person in charge	The service has not nominated a person in Charge. The deputy play leader is acting as the manager.
Registered maximum number of places	44
Age range of children	4 – 11 years
Opening hours	3pm – 6pm Monday – Friday term-time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	08/09/2015
Dates of this inspection visit(s)	01/05/2018
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:	