



Childcare Inspection Report on

Kids World Out Of School Club

**Kids World Out of School Club
Northside Community Centre
Canal Road
Newtown, Powys
SY16 2HX**



Date of Publication

28 September 2018

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

Kids World out of School Club is registered to provide out of school care for up to 30 children aged between 4 years and 12 years of age. The current Responsible Person (RP) for the service is Lydia Waters. The club is held in a large community hall and children also have the opportunity to enjoy many trips out and about to places of interest. Opening hours are from 8:00 a.m. to 5:45 p.m. Monday to Fridays across the school holiday period and from 3.30 p.m. to 5:45 p.m. during term time. The main language used is English but there are some Welsh speaking staff.

Summary of our findings

1. Overall assessment

We, the Care Inspectorate Wales (CIW) found that children who attend the out of school club have a clear and sound voice. The children have ownership of their 'club'. The children are able to make choices and decisions relating to what, how and when they play, eat or relax. Children are happy and relaxed and thoroughly enjoy spending time with their friends. The children have lots of space to play both indoors and outside and there is a range of age appropriate toys, play equipment, play materials and resources available to them. Structured activities and crafts are offered and these are innovative, interesting and educational in context. Leaders provide an exciting schedule of trips out and about for children's enjoyment and pleasure. Leaders have developed good partnerships with parents. The service is fully inclusive for children of differing abilities and needs and every effort is made to welcome and encourage children of all abilities to fully take part in all activities.

2. Improvements

A mud kitchen has been established in the outside play area which provides children with opportunities to get creative using natural materials. A bug hotel has been established thus allowing children to take a closer look at nature and its insects.

3. Requirements and recommendations

We made a number of recommendations and these are listed at the back of the report.

1. Well-being

Summary

Children are very happy, safe, content and busy at this club. They have excellent opportunities to develop their individual skills through exciting, stimulating and interesting activities. They interact well with each other and with the staff. They are confident that their voices will be listened to. The children have ample and clear opportunities to influence what they want to do, how they do it and when. The children thoroughly enjoy spending time playing, taking part in different activities and creating their own play ideas. Children are forming friendships with their peers of different ages and abilities. All children behave well and some are very skilled and self-regulate their behaviour, others are developing these skills. Care, concern and compassion were shown as the children helped each other out, cooperated, shared and took turns. There are many opportunities for the children to develop their independence.

Our findings

1.1 To what extent do children have a voice?

Children have plenty of opportunities to make choices and decisions.

Children had a free choice over what they wanted to do and which equipment they wanted to play with. We saw children choosing what they wanted to put on their toast, they decided and chose what drink they wanted. Children asked for play equipment or to play on the 'play station'. We noted that children moved from indoors to out doors as they wished. Some children chose to spend their time sitting at tables drawing or playing with table top activities. A couple of children decided to use the reading corner where they introduced themselves to each other as they had not met before and they continued to converse about themselves for a while. Children took part in a 'children's meeting' where they made suggestions and put ideas forward about what they would like to do. Some children had recorded that while they like the healthy snacks offered by the club, *'could we have unhealthy snacks sometimes as a treat'*. Children made 'hedgehog bread' as an activity and were able to choose if they wanted to put raisins on the dough as the hedgehog spikes or not. At lunchtime the children selected where they would sit. They retrieved their own lunch boxes and selected what they would eat first, for example one child wanted to eat his desert first then his sandwiches.

Children have a strong voice at the service and consistently make decisions.

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

Children are safe, secure and valued and they have formed bonds of affection with the staff.

Children were very content when playing and they approached the staff with confidence when they wanted help or wanted to show them something. Some children played in groups whilst others played independently or engaged an adult in their play. For example, a child approached us and offered to make us a 'cream tea' and asked us if we would like cream in our coffee or milk in our tea. We saw that children knew where to leave their bags and coats. The children confidently spoke about their trips out and about, for example, their nature trail at Gregynog estate; especially their Forest School and outdoor learning session.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children play well together and are considerate of their friends' feelings.

We saw a number of examples during our visits of children playing together happily and cooperatively in pairs and small groups. The children were seen to share their toys and invited their friends to join in their play. For example, whilst they made 'hedgehog bread' one child noticed that another child's bowl of flour was about to tip over. The child who noticed this immediately lent forward to help the other child who was most grateful. Most of the children knew each other well but some were forming new friendships. For example, two children were seen to be chatting in the reading corner and asking each other questions such as 'what's your name'? 'Do you spell that with a y'? and 'do you speak Welsh or English'.

Children interact well.

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

Children are engaged and interested in the activities they do.

Children were very busy and engaged in free play or with planned focused activities such as making 'hedgehog bread'. Children kneaded the dough with vigour and described what they were doing. We saw a few children who were developing their own play ideas in the role corner which had been concerted into a 'woodland den' complete with camouflage net and pretend bugs, wooden planks of wood for a fire and camping equipment ready for their adventures. Children had built a 'bug hotel' outside and later in the afternoon they made CD garden's using compost and wheat grass. A few children busied themselves in the kitchen role play area and when asked what they were making they responded by saying 'well it's lunch time so its lunch'. When asked what it was the response was 'it's a club special dinner'. Older children, mainly over 8 years spent time on the Xbox and playing outside.

Children thoroughly enjoy their play and learning.

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

Children freely choose and develop their own play ideas.

Children had access to a wide variety of toys, play materials and other resources to support their play and development. We saw that the children also had a rich and stimulating programme of trips out and about, designed to nurture their thinking, skills and development. For example one trip saw the children visiting local nature trails and learning about woodland animals and insects. The children built a bug house and developed a role play 'woodland area' following the trip and they were keen to tell us all about building fires and the bugs and insects they had seen and held. Children used games such as 'marble run' to develop their problem solving skills and they made CD gardens which again required considerable skills as the children tried to keep the 'wheat grass' seeds on the soil between the CD case. They had great fun trying to work out how to water the soil and seeds. Children accessed the toilet facilities independently and they were able to help themselves to drinks throughout the session. Children cleared their own crockery and utensils away after lunch. We saw children playing independently, for example on the Xbox and working together when they made dough and when they tried to erect a tent outside.

Children have an excellent variety of experiences to develop their independence.

2. Care and Development

Summary

Staff create a warm, supportive environment for children. They provide a rich and stimulating schedule of activities to be enjoyed at the premises. These activities are supported by an exciting and interesting schedule of trips and activities arranged at places of interest within the local community. Staff include children in decision making and make every effort to ensure there is sufficient choice to cater for differing tastes, interests and individual abilities. The club staff were exceptionally competent, well qualified and very approachable. They are keen to ensure that the children are well cared for, safe, happy and comfortable whilst they are using the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff were fully aware of policies and procedures for keeping children safe and healthy.

Staff prepared healthy snacks for including fruit with water or milk to drink. Water was freely available for the children to drink throughout the session. We saw good hygiene procedures being implemented and children washed their hands before eating. There was good evidence of infection control measures supported by clear policy and procedures. Staff were very well aware of children with food allergies and we saw good systems in place to record this information. Access to the premises was secure. Parents and carers had to be let into the premises. The policies and procedures in relation to child protection and health and safety had been recently reviewed and were relevant and up to date. Staff were aware of the correct procedures to follow to help keep children safe and healthy. Staff told us what they would do in the event of a safeguarding matter and it was clear that all staff were fully aware of their responsibilities and what procedures to follow in the event of a child protection issue. Risk assessments were available but there is scope to improve on these.

Staff make sure that children are kept safe and healthy. However there is scope for improvement around the recording of risk assessments.

2.2 How well do practitioners manage interactions?

Staff promote and encourage good behaviour and children take ownership of 'Club Rules'

We saw that staff managed disputes appropriately. For example when there was a slight tussle over the use of the soft seating in the reading area a member of staff gently but firmly encouraged the children to be considerate and to share. We saw that staff encouraged the children involved in disputes to think about their actions, discussed what had happened and to apologise. Generally, however, the children were well disciplined and willing to co-

operate, share and take turns whilst playing. The staff did assist children if they needed help or requested toys and resources from the storage shed. We observed all staff interacting well with the children and they had very good systems in place to make sure children shared the iPad, for example access was limited to 20 minutes per child and we saw that children accepted the Staff rules. Staff were warm, friendly and caring and children told us that staff were fun and kind.

Staff manage interactions very effectively and have formed trusting relationships with children.

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

Staff create a stimulating and nurturing atmosphere for play, learning and development.

We saw that staff created an inviting, stimulating and entertaining environment that offered children exciting and fun filled activities. There was a relaxed, friendly atmosphere at the service and the children were happy to play energetically or spend time quietly reading or enjoying activities involving, scissors, glue and colouring pencils and other table top activities. Staff led more structured activities, such as cooking and other creative tasks well and they encouraged the children to help decide the ground rules for the day. Staff sat with the children during lunch time and they used their voices to good effect when the children became a little boisterous and animated and engaged the children's attention by talking with them about what they had done that morning or what they wanted to do after lunch. The person in charge had good flexible planning in place. We saw that staff were able to differentiate activities to meet individual need. Staff planned for fun and educational trips and we saw evidence that children enjoy an extensive range of activities out and about. Staff made sure children had access to the outside play area; this was mainly free flow from indoors to outside as, and when the children wished. We heard staff use a few simple Welsh words with the children such as diolch (thanks), da iawn (well done) and bachgen da (good boy).

Staff meet the children's needs well and promote play and learning opportunities effectively.

3. Environment

Summary

Leaders make sure that the premises are safe, clean and well maintained. There is a suitable and varied range of toys, resources and equipment for the children to use which are in good condition. However, they are unable to display children's work or leave craft items out due to restriction set by the community hall committee. There is an outside play area to the front and back of the premises however the front part is also accessed by the wider community and there is a need to develop the back garden area. Leaders also need to improve on risk assessment recording.

Our findings

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

Leaders ensure the premises are safe and secure by ensuring that regular maintenance checks are carried out.

Leaders had risk assessments in place for all aspects of the service and we were told that these are carried out daily. However we saw that the information recorded in a diary just stated the entry 'H&S done' followed by an initial. The community hall was also regularly checked by the caretaker for the building. We saw evidence that leaders had made sure all necessary Portable Appliance Testing (PAT) and safety certificates were valid, all certificates and testing had been reviewed on the 2017. We saw that cleaning materials were locked out of reach of children. Fire evacuation records showed the last drill was carried out on the 11 June 2018. Access to the premises was secure and the extensive outside play area was fully enclosed. We observed staff carrying out hygiene procedures such as wiping tables before serving food and encouraging children to wash their hands after messy play and before eating.

Leaders generally make sure the premises are safe for children.

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

Leaders make sure that there is sufficient space and resources available.

Leaders had made good use of the available space and had divided the hall into interesting areas. The out door space was fully enclosed and we saw that leaders made sure children used this space regularly throughout the visit. Leaders had created a stimulating and exciting play environment for the children. They had made sure that all areas that the children were using were secure from unauthorised access.

Leaders make sure that the environment is appropriately resourced and suitable for children's use.

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

Leaders provide a wide range of resources and equipment including an exciting programme of trips and activities off premises.

We saw that leaders provided a range of stimulating and interesting resources and play equipment for the children. The equipment and toys used were clean and in good working order. The person in charge and other staff told us that the resources were rotated frequently in order to sustain interest and to check on the condition of the resources. We observed that children had a very good range of toys, resources and play materials. We saw that the layout of the premises fully supported children's independence and that apart from the need to improve on risk assessment recording, the building was safe and suitable for use.

Leaders actively ensure the resources and equipment are kept in good condition.

4. Leadership and Management

Summary

Leaders are very competent and the service is exceptionally well organised. Leaders have a sound understanding of the regulations and national minimum standards. Leaders manage staff well and there are satisfactory systems in place to monitor performance but these need to be more frequent and recorded. A quality of care review has been carried out and this takes into account the views of children and parents. Partnerships with parents are very well established and are based on mutual respect for each other's role.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision and good understanding of their roles and responsibilities.

We saw that the statement of purpose for the service was comprehensive, robust and reflected accurately the service's childcare practice. The new person in charge held the required qualification in play work as well as a level 3 qualification in Children's Care Learning and Development. Leaders had all the necessary policies and procedures in place had been recently drafted a policy about the new General Data Protection Regulations. In addition, all staff had completed the on line e-learning training about 'Prevent Duty' offered by the Local Authority to help staff identify any radicalisation behaviours. Leaders had carried out supervision for staff and were in the process of arranging for annual appraisals to be undertaken at the end of the year. Staff had attended team meetings and they told us that leaders often ask their opinions on matters, such as improvements, ideas for activities and for policy review. We also noted that the leadership in regard to staff development and training needs was excellent.

Leadership is very effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders monitor and improve their quality of care.

Leaders told us that they were gathering information and evidence ready for the quality of care review, which would be completed at the end of the playscheme. The previous quality of care review 2016/17 showed that leaders had captured the thoughts and ideas of the children. Leaders had used child friendly questionnaires for children who were able to write and had helped those who had not yet developed this skill. We saw that the comments from children praised the staff. Leaders have implemented an effective system for gathering people's views, evaluating the service and implementing an improvement plan and there was a suggestions box to gather children's ideas as well as children's meetings.

Leaders continue to strive to improve the quality of care offered.

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

Leaders make sure that staff have a clear sense of their roles and responsibilities.

We saw that staff knew the children well and were clear in their roles and responsibilities. For example, staff knew where they were supposed to be and with which groups of children. Staff information was accurate, complete and in line with requirements. We noted that staff information was kept confidential and secure. Leaders had ensured that all members of staff received regular supervision and annual appraisals in relation to their role. Staff spoken too told us that there were excellent lines of communication and that leaders were approachable and supportive. Leaders manage resources well.

The management of staff is very efficient.

4.4 How effective are partnerships?

Leaders have developed positive relationships with parents.

Leaders showed us questionnaires received and comments the quality of care review report stated that that they thought the service was excellent. Questionnaires received from parents stated that the service was fantastic. Children spoke to during the visit stated that they '*had fun*' '*loved attending*' and '*liked the staff*'. Staff told us that they had very good working relationships with outside agencies such as Cymryd Rhan.

Leaders have formed very good, trusting partnerships with parents and other organisations.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Update the Statement of Purpose to reflect the change of name to Care Inspectorate Wales (CIW);
- consider decreasing the time between supervision sessions;
- consider keeping a record of the outcomes and decisions made during the children's meetings;
- consider developing games and activities to encourage children's emotional intelligence and
- improve the record keeping around risk assessments.

6. How we undertook this inspection

One inspector visited the service on the 26 July 2018 for approximately 5 hours. We:

- Inspected a sample of documentation and policies;
- looked at information kept about staff;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke with children, staff and the registered person;
- read three questionnaires from parents;
- considered the Quality of Care review and its comments and
- gave feedback to the registered person at the end of the visit.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Lydia Waters
Person in charge	Jazmine Eyre Amy Jones
Registered maximum number of places	30
Age range of children	4 to 12 years of age
Opening hours	08:00 to 17:45
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 January 2016
Dates of this inspection visit(s)	26 July 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 <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	