



# Childcare Inspection Report on

**Pitter Patter ASC**

**Ysgol Gynradd Gymraeg Bryniago  
James Street  
Pontarddulais  
Swansea  
SA4 8JA**



**Date Inspection Completed**

08/07/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Pitter Patter After School Club was registered in 2011 to provide out of school care for a maximum of 32 children. The service offers care to children after school aged 4 to 11 years between the hours of 3.20pm and 5.45pm Monday to Friday and is situated at Ysgol Gynradd Gymraeg Bryniago, Pontarddulais. The registered individual is Debra Jones and the persons in charge are Charlene Griffiths and Amanda Roberts. The service is provided bilingually and offers the 'Active Welsh Offer' in relation to the Welsh language.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

We found that children enjoyed themselves very much at Pitter Patter After School Club. They have fun with their friends and are cared for in a safe and stimulating environment. They are cared for by nurturing and consistent staff who are committed to meeting their individual needs. Parents are very happy with the service provided.

### 2. Improvements

The shed floor has been replaced ensuring resources and toys are stored safely.

### 3. Requirements and recommendations

We made recommendations with regard to health and safety and these can be found at the back of the report.

## 1. Well-being

Good

### Summary

Children at Pitter Patter After School Club are listened to and make choices. They are happy, secure and settled. They enjoy good opportunities to socialise with their peers during freely chosen and self-directed play as well as during planned activities.

### Our findings

Children made effective decisions about their play from a wide range of activities offered at the club. They chose to play with age appropriate activities such as colouring, Lego, Jenga, snooker and playdough. They could access some resources stored in the hall but were also confident about making requests to the staff and knew that, where possible, their needs would be accommodated. Children told us they could ask staff for resources they wanted and we saw this in practice as they confidently asked for a box of Lego and to play with hama beads. Children arrived at the club happy, smiling and giggling with friends. They engaged freely with other children and chatted to staff about what they wanted to play and about their day at school. They interacted confidently with the inspector chatting and asking questions about their visit. Children identified the staff that they would speak to if they felt sad and told us they felt safe at the service. They told us they enjoyed coming to the club, playing with friends, football, rugby, and playstation 2. Children were obviously comfortable at the service as they took off their shoes and relaxed on soft mats and beanbags. They had built good relationships with the staff and happily and proudly showed their drawings to the staff.

Children played alongside each other and cooperated very well throughout the inspection. Younger children hugged older children on their arrival at the club. There was a sense of community within the club with children helping each other and being polite. Children readily invited other children to play, took turns to pot balls when playing snooker and older girls plaited a younger child's hair. Younger children proudly showed older children their dance moves. The older children kindly clapped much to the delight of the younger children.

Children moved freely from one activity to the other and spent a considerable amount of time engrossed in favourite activities such as colouring. Some relaxed on a soft mat absorbed in building a Lego space ship, whilst other children waited patiently for their turn to play snooker. They jumped up and down excitedly when they potted a ball. One young child showed staff her work and beamed with pride when the staff member said "Da iawn. Ti yn ymarfer rhifau!"

Children were at ease in their surroundings and showed confidence in offering to help at every opportunity. For example a child filled jugs with water and carried the cups into the hall ensuring water was available to the children at all times. Older children approached the younger children to ask what filling they would like in their sandwiches and helped prepare the sandwiches wearing aprons and gloves to do so. Children washed their hands independently. However, not all children washed their hands before eating snack. All

children collected their choice of snack, choosing from ham, egg or cheese sandwiches as well as sliced apples and pears. Children placed uneaten food in a food bin and placed their dirty dishes on the tray provided. Older children washed and dried the dishes independently. Children are developing independence skills effectively.

## **2. Care and Development**

**Good**

### **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 their choice of activities. Children's individual development is promoted.

### **Our findings**

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Staff had updated their first aid training and there were clear procedures in place to deal with any incidents. For example both staff and parents signed accident and incident logs. Staff practised good hygiene procedures for example washing hands, cleaning tables and wearing aprons and gloves while preparing food. They confidently discussed allergens and had effective procedures in place to ensure that foods containing allergens were not brought to the after school club. All staff had received epi pen training.

Staff encouraged children to share, to be kind to each other and to think about other children's feelings. Staff adhered consistently to the service's behaviour policy. They were very positive, regularly praising children. Staff modelled expected behaviour by talking to each other and to the children kindly. They sat with the children and interacted positively with them. When a child left to go home leaving another child playing alone with hama beads, staff immediately sat down at the table and kindly offered to play with the child, much to their delight.

Staff provided nurturing and responsive care. They knew the children well and were familiar with their preferences with regard to food and play. Although staff planned activities in conjunction with the children, mostly the children directed their own play. Photographic evidence showed children participating in a wide variety of activities such as chalking, football, shadow play, mud kitchen, water play, tennis, painting and cooking. Staff responded kindly to requests for help such as a request to play snooker. Staff catered for children's individual dietary needs and provided alternative snacks for children with allergies. The service provided the 'Active Offer' in relation to the Welsh language.

### **3. Environment**

**Good**

#### **Summary**

Leaders use a school environment for child care. They ensure that the environment is clean and well-maintained and is suitable for the age range of children that are cared for. Children have access to an enclosed interesting outdoor area and suitable, clean resources.

#### **Our findings**

Leaders are committed to ensuring good and effective security and keeping children safe. The door to the building was kept locked and visitors were unable to enter without being let in by staff. Leaders ensured that details of all visitors to the service were recorded. Maintenance records showed that the fire equipment and smoke alarms had been tested. Leaders carried out regular fire drills ensuring that children and staff were familiar with evacuation procedures. All electrical equipment was PAT tested in June 2019. The public liability insurance certificate was displayed on a notice board and was in date. Cleaning equipment was stored in a store cupboard, to which children had no access. The environment was clean and tidy. Leaders carried out thorough risk assessments on areas used by the children and kept satisfactory records.

Leaders ensure that the children were cared for in a child-centred environment. They made good use of available space for the children to play, rest and eat. They arranged tables and chairs to provide a snack time area where children enjoy their refreshments in a social group. There was an area where children could relax spending quiet time on soft mats and beanbags. The service had use of the school's outside play areas, which they equipped with their own resources such as balls, hoops, parachute and chalk.

Children had access to a range of good quality toys and games for indoors and outdoors. Resources were in good condition and there was plenty of choice for the age group of children attending the service. Toys and resources were clean and in good condition.



## **4. Leadership and Management**

**Good**

### **Summary**

Leaders have developed systems and checks to ensure the smooth running of the service. Systems are in place for reviewing the quality of care they provide. Leaders have developed good partnerships with parents and the school in which they are based.

### **Our findings**

The service had a detailed statement of purpose in place that was a true reflection of the service provided. The policies and procedures were reviewed regularly and implemented effectively by staff in their daily practice. For example, staff followed the positive methods outlined in the service's behaviour management policy throughout our visit. Leaders had introduced new policies such as how to prevent radicalisation of children.

Leaders review the service annually and produce an informative report. They analyse the feedback from parents and children in each area and are eager to improve their service. Feedback in parental and children's questionnaires were positive and any concerns were acted upon immediately. For example, one parent voiced concerns about the fire door becoming stuck occasionally. Leaders informed the school and the fire door was replaced.

Staff files contained all relevant documents evidencing that all necessary checks had been undertaken on staff. Staff were suitably qualified. Leaders carried out annual appraisals and regular supervisions on staff and had identified development training needs and targets. Staff were up to date in core training in safeguarding, paediatric first aid and food hygiene. They had received additional training in allergens and epi pen administration.

Parents and carers spoke very positively about the service. They were happy with the information received prior to their child starting at the service. Staff had a relaxed discussion with parents and carers about their children's time at the service. Leaders had agreed contracts with all parents and had sought consent for various aspects such as taking photographs. Parents told us that the service communicated well with them. The service has a good working relationship with the school in which it is based.

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

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

None

### **5.2 Recommendations for improvement**

We recommend that;

- leaders ensure all children wash their hands before snack and
- leaders record times of fire drills.

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

This was an unannounced, full inspection undertaken as part of our normal schedule of inspections. Feedback was given over the phone.

One inspector visited the service on the 8 July 2019 for approximately 3 hours. We;

- inspected a sample of documents and policies;observed practice,
- undertook a visual inspection of the premises and
- spoke to the registered person, person in charge, staff, children, parents and carers.

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	After School Care
Registered Individual	Debra Jones
Person in charge	Charlene Griffiths and Amanda Roberts
Registered maximum number of places	32
Age range of children	4-11 years
Opening hours	3.20pm-5.45pm
Operating Language of the service	English and Welsh
Date of previous Care Inspectorate Wales inspection	17 January 2017
Dates of this inspection visit(s)	11 June 2019
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?	Yes. This is a service that provides an “Active Offer” of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	

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