



Childcare Inspection Report on

Two Tribes After School Club

**Magor Church Hall
Sycamore Terrace
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Caldicot
NP26 3ET**



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Description of the service

Two Tribes After School Club operates from Magor Church Hall. It has been registered since July 2014 to provide out of school care for a maximum of 40 children between the age of three and 12 years. There are two Registered Persons (RP's), Cerys Duffield and Joanne Young, who are also the Persons in Charge (PiC) and take responsibility for the day to day running of the service. The service operates between 3.30pm and 6.00pm, Monday to Friday, term time only. The main operating language of the service is English with use of incidental Welsh.

Summary of our findings

1. Overall assessment

Two Tribes After School Club is a very well run service. Children are happy, settled and enjoy their time at the service. They have formed good bonds with staff and have opportunities to take part in a wide range of interesting and stimulating activities. Staff have clearly defined roles and responsibilities. They are well qualified and enthusiastic. The environment is clean and offers plenty of space for the number of children cared for. Resources are plentiful and arranged in a way that provide children with very good variety and choice. The service benefits from very strong leadership. Paperwork is very well organised and detailed. The service consistently meets the requirements of the Child Minding and Day Care (Wales) Regulations 2010 (Regs) and National Minimum Standards (NMS) and often exceeds them.

2. Improvements

Healthy drinks are served during snack time in following the recommendation from the previous inspection.

3. Requirements and recommendations

There were no areas of non compliance identified during this inspection. Some good practice recommendations are referred to in the body of the report and summarised at the end.

1. Well-being

Summary

Children are happy and settled at the service. They have formed very good relationships with staff and peers. There are excellent systems in place to ensure that children's views are taken into consideration and there are plenty of opportunities for children to make decisions and lead their own play.

Our findings

1.1 To what extent do children have a voice?

Children at the service have a strong voice. Children were very confident to approach staff because they knew they would be listened to. There were lots of opportunities for children to follow their interests and they made appropriate decisions because they knew what was available to them. Children are encouraged to communicate in English and Welsh and rewards were given for children heard speaking the most Welsh. We saw that the service has a child participation policy and regular meetings are held with children to gather their ideas for activities and resources. Children's questionnaires are sent out regularly and the feedback gained is used as part of the self evaluation process. We saw that suggestions made by children had been acted upon. For example, specific games that had been requested by children were seen to have been purchased. Many of the activities are evaluated by the children. We saw that comments had been collected and were included on evaluation forms. There is a 'Happy Thoughts Box' in the entrance foyer where children can post comments about the service and a complaints policy for children is in place, allowing children to raise any concerns they may have.

There is a strong emphasis on children's voice and robust systems and procedures ensure that their opinions are regularly sought.

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

Children feel safe, happy and know that they are valued. We observed children to be relaxed and comfortable. They have formed positive attachments to the staff and this helps to develop a sense of security. Children have a key worker who they are familiar with and know that they can talk to them about any problems or concerns. We were told by children *"The staff are all really nice"* and *"We've got loads of toys and they give you everything you could possibly need"*. We saw that routines were consistent and children knew what to expect when they attend as they complete a formal induction process with their key worker when they join the club. This ensures that children know important information and understand the expectations. We saw that children's work was displayed and celebrated and reward charts in recognition of positive behaviour were on show in the play rooms.

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

1.3 How well do children interact?

Children interact very well and are sensitive to the needs of others. We saw lots of examples of children playing happily together and sharing resources. For example, we observed three younger children in the infant play room playing together for a prolonged period in the comfy area. When one child went to the toilet we heard them say *“Can you look after this for me until I come back please?”* The other child obliged and returned the item when they came back to the group. We also saw two children in the junior play room working together to write songs and devise dances for Halloween. This ended with a lovely performance for staff and us of what they had produced. We heard that there was lots of praise for their efforts which they were obviously thrilled by. On the days of our visits behaviour was very good and there was calm, relaxed atmosphere.

Children interact positively with staff and their peers.

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

Children enjoy their time at the service and are enthusiastic about their play. We saw that children were engaged in an excellent range of activities which suited their interests. They were able to make decisions about the activities they wanted to take part in and lead their own play. One older child spoke enthusiastically about their time at the club. They told us *“We’re learning to knit. We watched a video and now we’re making a blanket for a charity”*. We were told by staff that some older children enjoy sitting around and chatting with friends or reading a book and an area had been set up which was comfortable for them to do this. We saw a book containing photographs of children taking part in activities for occasions such as Chinese New Year, Thanksgiving, The Queen’s birthday and visits from a martial arts group. We noted that children had also been provided with a Christmas party which included a science workshop in which they made slime, as this was something the children had been interested in. Children of all ages were engaged for suitable lengths of time and were able to move freely between activities.

Children benefit from an excellent range of activities which are interesting and stimulating.

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

Children are provided with very good opportunities to develop and become independent. We saw that children were able to access toilets independently and hand washing routines were embedded. Resources were easily accessible and children were provided with plenty of variety and choice. Resources and activities provided for children enhance their all round development and knowledge of the world such as celebrations from other cultures. There is plenty of outdoor space where children can be physically active and this is well utilised. Art and craft resources were plentiful and there were resources such as board games to develop interactions and communication skills.

Children develop well at the service and are developing independence.

2. Care and Development

Summary

Staff are caring and responsive to individual needs. They are well qualified and enthusiastic about their roles. Interactions are well managed and there are consistent expectations of behaviour. Staff are very confident with systems and procedures for keeping children safe and healthy and safeguarding is given high priority.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are conscientious in their duty to keep children safe and healthy. There are robust systems in place to ensure that accidents and incidents are recorded. Records we saw were of the expected nature for the age range of the children and did not raise any concerns. The process for administering medication was also firmly embedded and records were detailed. We spoke to staff who were very confident about safeguarding procedures and we saw that all required training such as food hygiene, paediatric first aid and safeguarding were up to date. Staff have also had training on 'Prevent' which is a government initiative to support child care providers to recognise signs of extremism and radicalisation. We saw that the snack was healthy and included fresh fruit and vegetables, cereals and water. We noted that hand washing was carried out when children arrived at the club but there was a period of time when children were able to play or watch television before snack was served. This was discussed with the PiC's and this routine was changed by the second visit so hand washing was carried out just prior to the children having snack. We also saw that snack was served to children and this was a missed opportunity to develop independence. By the second visit, new serving bowls had been purchased and children served themselves and poured their own drinks.

There are robust systems in place to ensure that children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions very effectively. There is a behaviour policy in place and staff work in line with this. There are consistent expectations of behaviour which are shared with children during and induction process when they join the club. We heard lots of praise for positive behaviour. This is recorded on a behaviour chart and children are rewarded for consistently good behaviour. On the day of our visit behaviour was very good but when reminders were needed they were done in a calm and sympathetic manner. For example, when a 'Helpwr Heddiw' was being chosen to help give out the plates for snack time we heard a member of staff reminding a child *"You've already had a turn and we want everybody to have a chance"*. Children responded positively to requests from staff and this led to a calm atmosphere at the service.

Staff are consistent in their approach and manage interactions very well.

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

Staff are caring and have a good understanding of children's individual needs. When children start at the service they are assigned a key worker who is a consistent point of contact. Key workers plan activities for their groups and involve children in the evaluation process. This system allows staff to develop an excellent knowledge of the likes and dislikes of the children they care for. We spoke to staff who told us that, whilst they plan a range of activities, children do not have to take part if they choose not to as they are encouraged to follow their own interests. Key information such as medical needs and food allergies is gathered before children attend the service and this information is used to ensure that individual needs are met. We noted that the service has use of three large rooms which enables them to cater for the age range of the children. Resources in each room were seen to be appropriate for the age of the children and showed very good progression. For example, infant children have access to resources such as cars, dolls, dinosaurs and small world while older children have technical lego, chess, scrabble and a good range of challenging books. We saw that there was a wide selection of multi cultural and Welsh resources available such as puzzles, books and games and activities were planned to coincide with celebrations from differing cultures. Welsh language is promoted and staff told us that the children often teach them new words and phrases. Children heard speaking the most Welsh during each session are able to take a soft toy, 'Dewi Dragon', home for the night. Staff know the children very well and effectively meet their needs.

3. Environment

Summary

Children are cared for in a safe and secure environment. The rooms are clean, well maintained and arranged in such a way that children are able to move freely and access resources independently. Whilst there are some limitations due to resources having to be packed away each evening, staff are committed to making best use of the space available. Resources are of very good quality and allow children good levels of variety and choice.

Our findings

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

Leaders have robust systems in place to ensure that the environment is safe. Entrance is gained through a secure door and visitors are required to sign in. Indoor and outdoor play areas were seen to be secure and free from hazards. We saw that all safety testing such as gas and electric was up to date. There are detailed risk assessments in place and these ensure that risks to the safety of children are identified and where possible eliminated. We saw that risk assessments are regularly reviewed and where action was needed, records showed that this had been taken. Fire evacuation procedures are practised termly, and when new children start at the service, ensuring that all children know what to do in the event of an emergency. Detailed records are kept, including names of children in attendance during evacuation drills. Records are monitored by the PiC's to ensure that children have not missed them. Registers are kept of children's attendance and these accurately record the time of arrival and departure. Staff supervise children in an unobtrusive manner, allowing them to take appropriate risks, and intervening if necessary.

Leaders have established clear systems to ensure that the environment is safe.

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

The environment is suitable and provides plenty of space for the number of children cared for. The building is well maintained and decorated and facilities were seen to be clean and tidy. Both indoor playrooms and outdoors provide space for children to be physically active and have quiet, relaxing time. We were told by the PiC's that they had used club money to develop a corner of the outside area to provide a more interesting play space. This included a story telling chair, den building area, bird feeders, mud kitchen, loose parts box, fairy garden and buddy bench. During the second visit we saw that children were able to choose whether to play indoors or outdoors and moved freely between the areas. The service operates from a church hall which is used by other groups and this means that resources must be packed away at the end of each session. However, leaders ensure that best use is made of the space; resources are rotated regularly and this does not limit children's choice. We saw that daily records are kept of the resources that have been provided and this ensures that children have variety in the provision offered.

Parents can be confident that the environment is suitable for the care of children.

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

Leaders ensure that resources are of good quality and suitable for the age of the children. There are excellent systems in place for gathering children's ideas for new resources and this ensures that all children have access to activities that interest them. Resources were seen to be clean and well maintained. We saw staff meeting minutes that recorded times when staff would audit resources and throw away old and broken toys. We were also told by the PiC's that they book the church hall for additional days, outside club times, for staff to audit and wash resources. Furniture was of suitable size and design for the age of the children and we saw that there was a very good range of resources to promote Welsh and cultural diversity. Good use is made of natural and recyclable materials such as tyres, loose parts and blankets for den building.

Systems to ensure that resources are clean and of good quality are well embedded.

4. Leadership and Management

Summary

Leadership and management is very strong. There are robust recruitment procedures in place and staff are well managed and supported. Systems for self evaluation are very effective and involve children, parents and staff. Leaders have a clear vision for the on-going improvement of the service which is shared with staff.

Our findings

4.1 How effective is leadership?

Leadership is very effective. Leaders ensure that the service complies with the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards and in many cases exceeds them. The two RP's / PiC's have worked together for a considerable time and have a shared vision for the service which they share with staff. They have termly management meetings which are clearly documented and highlight actions for development. Paperwork and record keeping is well organised and easily accessible. There is a detailed Statement of Purpose and operational plan that gives information about what the service provides. This allows parents to make an informed decision about if the service is suitable for their children. Policies and procedures are detailed and implemented consistently. These are reviewed regularly and staff are required to familiarise themselves with all key policies. We discussed with the PiC's the need for a minor adjustment to the role of Care Inspectorate Wales (CIW) in the complaints procedure and they agreed to do this. There is a clear safeguarding policy and leaders ensure that safeguarding is at the heart of the service. There are high expectations for staff and children and all are challenged and supported to do their best.

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

4.2 How effective is self evaluation and planning for improvement?

Self evaluation is robust and ensures that the service is subject to on-going improvement. Leaders have produced a Quality of Care report which is a requirement of Care Inspectorate Wales (CIW). There are clear systems for gathering the views of children, parents and staff. Feedback is included in the quality of care report and any suggestions made are responded to. We saw a record book that is used to record any information that may inform the self evaluation process. The PiC's told us that this is used throughout the year as an on-going record and information is collated annually. A detailed action plan for improvement is produced annually and this is regularly reviewed throughout the year to monitor progress towards the targets. Leaders were open to good practice recommendations during the inspection process and we found that recommendations made during the first visit had been implemented by the time of the second visit.

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

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

Management of staff and resources is very effective. The recruitment process is robust and staff receive a formal induction when they begin work at the setting. Staff files were seen to be very well organised and held all of the required documentation. Staff have clear roles and responsibilities and work well together. All staff told us that they thoroughly enjoyed working at the service and felt very well supported. Staff supervision meetings take place monthly and all staff have an annual appraisal. Prior to supervision, staff are required to complete a self evaluation form which is discussed at the meeting. Progress towards individual targets is regularly monitored and staff have the opportunity to inform leaders if any additional support is required. Records demonstrated that staff had met targets such as completing training that had been requested. Information is shared with staff during termly formal staff meetings and we were told that additional 'ad hoc' meetings were held if needed. Detailed minutes are kept and of formal meetings and these record any actions required and by whom. Staff and children's registered demonstrated that the service consistently exceeds the required adult to child ratios.

Staff are well managed and supported by leaders.

4.4 How effective are partnerships?

The service has developed some effective partnerships. We saw that good use is made of other groups within the community such as a local martial arts group and a specialist science group who have visited to deliver specific activities. Partnerships with parents are strong. Parents we spoke to told us that they have lots of information about the service and are regularly asked for their views. There is a detailed parent handbook containing important information and key workers ensure that parents are kept well informed about their children. One parent told us *"Staff are great. They are very approachable and when I had a concern about my child the PiC told us she would keep an eye and kept me fully updated. It gave me piece of mind"*. Parents also told us that they know who their child's key worker is and although they talk to all staff it's nice to have a point of contact. We saw that parent questionnaires are sent out regularly and feedback is responded to. Parents views are also included in the evaluation of some activities.

Partnerships are well developed and effective.

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 complaints procedure to reflect the role of Care Inspectorate Wales and
- continue to develop independence during snack time.

6 How we undertook this inspection

One inspector undertook an unannounced inspection as part of our normal schedule of inspections. A second visit was carried out by prior arrangement. Approximately five hours was spent at the service over the two visits. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RP's / PiC's and staff;
- conversation with several children;
- discussion with several parents;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW and
- sight of a range of policies and procedures including information held in staff personnel files.

Feedback was provided to the RP's / PiC's at the end of the inspection.

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	Cerys Duffield Joanne Young
Person in charge	Cerys Duffield Joanne Young
Registered maximum number of places	40
Age range of children	3 years – 12 years
Opening hours	Monday - Friday 3pm – 6pm Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 January 2015
Dates of this inspection visit(s)	20 & 24 September 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	