



Childcare Inspection Report on

HCC @ Ysgol Maes Glas

Ysgol Maes Glas
Fulbrooke
Greenfield
Holywell
CH8 7JW



Date of Publication

Manually Insert Date

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

HCC @ Ysgol Maes Glas is in Holywell and is part of Holywell Child Care Ltd. The registered person is Debra Ratcliffe, who has appointed Catherine Huret, Kayleigh Davies and Kimberley Nicholls as persons in charge. The service operates within Ysgol Maes Glas but offers places for children from surrounding schools. Opening times are Monday to Friday 15:00 - 18:00 during term times. A holiday club operates when there is sufficient demand and this is open Monday – Friday 7:00 – 18:00. The service is registered for up to 50 children at any one time and cares for children aged four to twelve.

English is the main language with Welsh promoted. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children positively interact and enjoy attending the service. They develop a range of skills and have a say in some of the activities and care they receive. Staff ensure they know the individual needs of the children. They complete relevant training and provide effective care and support. The environment is welcoming and leaders ensure relevant assessments and checks are completed so hazards are identified. Leaders effectively manage the service and staff and develop positive partnerships with parents.

2. Improvements

Since the last inspection the service has purchased new resources, improved storage facilities, ensured staff files are available on site, introduced a visitors book so they know who is at the service and ensured all accidents and incidents are recorded.

3. Requirements and recommendations

We made recommendations relating to further promoting children's independence during snack and having more natural resources available.

1. Well-being

Summary

Children have choices and are consulted over some issues relating to their time at the service. They enjoy attending and feel relaxed and happy with the other children and staff. Children interact well and all ages positively communicate and play together. They enjoy the range of activities available to them and learn to be independent.

Our findings

1.1 To what extent do children have a voice?

Children express themselves and have a say in the activities they take part in.

Children had free choices and a say in some of the care they received. They confidently moved around the service and asked for items they could not access themselves and they also requested to take part in different activities. The children were heard asking staff for items out of the storage cupboard and they also requested to go outside, which they were able to do. Children were consulted about new resources they wished to purchase and were given choices of what they wanted for their snack.

Children are listened to and their views considered.

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

Children are relaxed and enjoy attending.

Children were relaxed and happy to attend. They arrived excited to be at the service and were keen to share information about their day with other children and the staff. They were fully aware of the routines and familiar with the environment, which helped them feel safe. The older children knew they could access the snack as soon as they arrived and also knew they had to ask if they wanted to play on the computers. Children felt valued as they had formed positive relationships with the staff and even though the room used was part of the school, staff had displayed some of the children's craftwork. This helped the children gain a sense of belonging when attending.

Children feel safe and happy at the service as they are familiar with routines and the environment.

1.3 How well do children interact?

Children respect each other.

Children of all ages interacted well together. The older and younger children were seen playing together and enjoying cooperating. We saw a group of children playing ball games together, taking turns to kick or throw the ball. Children respected each other and the resources. A child had brought in some toys from home. They were willing to show and share these with the other children, who respected them and expressed real interest in them.

Children learn to cooperate and interact well with each other.

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

Children enjoy attending and playing with their friends.

Children enjoyed the activities they had chosen to take part in. They focussed for appropriate lengths of time on certain activities. For example, when drawing or painting a picture, they sat and finished the task. A group of children were playing with the dress up clothes. They were helping each other choose which to wear. They found it very funny when deciding which to wear and showing them off by twirling around.. Children we spoke to said they really enjoyed attending and especially liked playing on the computers and outside, which they had opportunities to do during every session.

Children enjoy the play and learning opportunities available for them.

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

Children independently access most resources and facilities they need.

Children were very familiar with the routines and the environment which allowed them to be independent. Children were becoming naturally motivated to freely choose and direct their play as they could access some of the resources they required. They Could also use the facilities, including the toilets, independently. Children who requested to play on the computers could log on and find the games they wanted to play independently, knowing they were safe as the correct safety and security settings were on.

Children develop skills and learn through following their interests and choosing where and what they want to do.

2. Care and Development

Summary

Staff have positive practices and routines in place to support them in keeping children safe and promoting a healthy lifestyle. They interact well with children and are positive role models. Staff know and understand children's needs and provide effective care and support.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have positive practices in place to support the care they provide.

Staff had the relevant training required to help ensure they kept children safe. All staff had an up to date safeguarding certificate so they could deal with any potential incidents correctly and follow the procedure in place. Accident and incident records were completed and signed by parents to show they had been informed. Staff had up to date first aid training and food hygiene. Staff provided healthy snacks and ensured children had regular opportunities to be active and get fresh air. This evidenced they understood how to promote a healthy lifestyle. Registers were kept of all children and staff who were in attendance and we discussed fire drills with staff and children who confirmed they were completed regularly.

Staff keep children safe and follow routines and procedures which support them in providing and promoting a healthy lifestyle.

2.2 How well do practitioners manage interactions?

Staff are positive role models for children.

Staff positively interacted with children which meant they were good role models. They were heard having conversations with children about their day, families and future events. Staff regularly sat with children either joining in with their play or making times such as snack a sociable experience. We did not see any unwanted behaviour but discussions with parents evidenced that if there was any, the staff would be fair, understanding and consistent in their approach. Staff understood the individual needs of children and used encouragement and praise to support them to join in and make the right decisions. For example, a child was a little upset because he had lost a running race. Staff sat and explained that the children they were racing against were older and that they would eventually be quicker if they practised.

Staff manage interactions well and are consistent in their approaches.

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

Staff know the children and their needs well.

Staff knew and understood the individual needs of children. They had known most of the children since they were very young and if not they ensured they gathered enough

information for them to provide effective care. Staff knew what the children enjoyed and planned activities and opportunities that they knew children would like doing. Staff provided opportunities for children to develop their independence. They ensured resources were generally accessible and they asked children to help clear away the dishes used for snack. This could be improved by staff encouraging more independence during snack time, especially with the older children who could help prepare and serve snack.

Staff provide opportunities they know children enjoy which encourages them to play and develop.

3. Environment

Summary

The environment is safe and suitable for children. Sufficient space is available for children to play indoors and outside. The environment is welcoming and equipped with good quality resources and equipment.

Our findings

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

Leaders work with the school to ensure the environment is safe.

Entrance to the service was through the main entrance of the school which was safe and secure. Visitors were recorded as were children and staff attending, which ensured everyone could be accounted for in an emergency. Risk assessments and checks were completed regularly on the areas used by the children. Discussions with leaders and staff evidenced that any issues relating to the environment were recorded, reported and dealt with quickly by the school. For example, there was a small pot hole appearing on the yard used by the children. Although this had not yet been fixed a warning sign for children not to go near it had been put up.

Leaders provide a safe environment and complete regular checks on the areas used.

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

Leaders ensure there is enough space for the children indoors and outside.

Leaders made sure they had enough space to provide suitable care for the children. It was welcoming and child centred. They had the use of several rooms if they were needed, which they accessed if the number of children attending required them to do so. They could also use the school hall during winter months when the weather was not suitable for children to go outside. The main room used, which was also the school's library and computer room, had direct access to a large yard and field. Leaders ensured the outdoor space was utilised and used regularly. Children were seen thoroughly enjoying playing ball games on the yard and climbing, swinging and balancing on the fixed play equipment.

Leaders provide a suitable environment where children can play and learn.

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

Leaders provide suitable resources.

Leaders provided children with a range of developmentally appropriate toys and resources, although more availability of natural resources would help enhance the experiences of the children. Children had been consulted when money had become available to purchase new toys. As the service had to pack away after every session staff set up a range of activities for the children to choose from before they arrived but children were also able and confident to ask for other items if they wished.

Leaders ensure resources are of a good quality and age appropriate.

4. Leadership and Management

Summary

Leaders have a clear vision of the service which is shared and they ensure effective policies and procedures are in place. They regularly evaluate the service, taking into consideration the views and opinions of others. Leaders and staff develop positive partnerships with parents, keeping them informed about their child.

Our findings

4.1 How effective is leadership?

Leaders have and share a clear vision of the service.

Leaders had all relevant policies and procedures in place and they made sure these were understood by staff. The statement of purpose was informative and shared the leader's vision of the service with parents. Although the registered person was not always at the service staff confirmed they visited regularly and were aware of how the service operated and offered help and support if needed. Leaders had considered advice from previous inspections which was evident by some of the improvements made which had been recommendations during the previous inspection.

Leaders manage the service effectively.

4.2 How effective is self evaluation and planning for improvement?

Leaders self evaluate the service they provide.

An in depth quality of care report had been completed and sent to CIW as part of the latest self assessment. It showed that parents, children and staff had been consulted over possible improvements. For example, the children had requested some new resources, which were purchased when money became available. Leaders and staff had spoken to the children about what they would like and also worked with the school to gain more space to store them.

Leaders consider views of others to help them plan and make improvements.

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

Leaders have a robust recruitment in place.

We inspected staff files and they showed all the required information was included. All checks, training and evidence of relevant experience was in place before staff began at the service, showing there was a robust recruitment process. Leaders held regular appraisals with staff. It was also part of the process for staff to appraise each other anonymously. They were given the opportunity to express their views about members of staff they worked with and this was then used as part of their annual appraisal. Staff had an opportunity for less formal meetings with other staff members and leaders, where any issues could be discussed.

Leaders manage staff well, ensuring they receive regular appraisals.

4.4 How effective are partnerships?

Leaders have positive relationships with parents.

Leaders ensured staff had formed positive partnerships with parents. Staff were seen having discussions with parents when they came to collect their child. We spoke to some parents who were very complimentary about the service. They said they were happy with the care and received regular information, good or bad, about their child's day. They said they were kind, understanding and knew the children's needs which enabled them to provide suitable care and support. Leaders held regular fund raising events involving the children and their families. Children and parents were keen to tell me about the latest event which was an assault course which would involve races between the children and staff and parents.

As the service was held within the school, close connections had been made. This allowed good practice, resources and facilities to be shared which benefitted the experiences of the children.

Leaders ensure positive partnerships are formed which support them in providing effective care.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations;

- Staff to promote children's independence during snack by allowing them to serve themselves, and
- children to have more access to natural resources.

5. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 20 June 2018 from 14:50 to 17:20.

We:

- Inspected a sample of documents and policies including check lists, registers, four staff files and three children's records;
- observed the children and the care they received to capture evidence of children's engagement and the care provided by staff.
- spoke to the children, the registered person, staff and two parents, and
- inspected the areas and resources used by the children.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Debra Ratcliffe
Person in charge	Catherine Hurst Kayleigh Davies Kimberley Nicholls
Registered maximum number of places	56
Age range of children	4 – 12 years
Opening hours	Monday – Friday 15:00 – 18:00 During term time. Monday – Friday 7:00 – 18:00 during school holidays when there is sufficient demand.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 May 2015 and 15 June 2015
Dates of this inspection visit(s)	20 June 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?	No
Additional Information:	