



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Redhill Holiday Club

Redhill Preparatory School

The Garth

St David`s Road

Haverfordwest

SA61 2UR



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Description of the service

Redhill Holiday Club provides out of school care during the holidays of Redhill Preparatory School and operates from this school. The service is open to other children as well as those who attend the school, aged between three and eleven years old. The opening hours are 8am to 6pm, Monday to Friday, during school holidays only. The responsible individual on behalf of the registered organisation, Redhill (Haverfordwest) Limited, is Meryl Lovegrove. The person in charge is Helen Griffiths. The service is provided through the medium of English.

Summary of our findings

1. Overall assessment

Children have good play opportunities at this club. Staff are motivated and knowledgeable and they provide sensitive support to children to develop their confidence, skills and self-esteem. Leaders provide a rich outdoor play environment including a woodland area, and they have a range of resources to meet different interests and needs. The service is managed well and there are good partnerships with parents.

2. Improvements

Leaders had purchased a number of new resources since the last inspection, such as a new see-saw, slide, toy garages and wooden doll prams. Following our visit, the responsible individual updated the child protection policy.

3. Requirements and recommendations

We recommended that the provider should:

- improve record keeping regarding the administration of medication; and
- further update the statement of purpose for the service.

1. Well-being

Summary

Children have frequent opportunities for their voices to be heard and they are confident that they will be listened to. They are very relaxed and happy at this club and they are interested and excited by the activities they do. They interact well with each other and with staff and they develop their play skills and independence well.

Our findings

1.1 To what extent do children have a voice?

Children are offered frequent choices and they are confident that they will be listened to.

Children had free choice of the activities that they wanted to do both indoors and outdoors. They had the opportunity to vote for which of the outdoor areas that they would play in first and all children were able to play in the area of their choice by the end of our visit. Every child was given the choice of what they wanted on their dinner plate for their roast dinner. When a child was not able to do what they wanted, they were given a clear explanation by the staff and involved in a discussion about it. For example, when there was a need to wait to play with a new activity as it was time for lunch, this was explained and the child accepted this happily and was able to play with the activity of choice in the afternoon.

Children have a strong voice.

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

Children are confident and relaxed. They know who they can talk to if they feel concerned about something.

Children played happily during our visit and they chatted comfortably with staff. They confidently approached staff if they wanted to ask a question or to show them what they had been doing. Children told us that they could talk to the staff if they were worried about something and told us that the staff looked after children if they fell over. All parents who had completed CIW questionnaires strongly agreed that their child enjoyed attending the service.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children are considerate of the feelings of others. They cooperate and have good manners.

We saw children playing together, co-operating and helping each other. For example, they held hands balancing on tree trunks together and shared a collection of stickle bricks to make models. An older child noticed that a younger child may need some help when they

were trying to use the 'slack line' and told a member of staff. The child then went to offer their help too. When a member of staff kindly asked a child if it was okay for other children to have a turn preparing the table for lunch, the child nodded, giving a genuine smile. When a child heard us asking where the toilets were, they offered to show us the way, without prompting. Children followed staff instructions and were very polite, saying, 'please' and 'thank you,' unprompted throughout our visit.

Children interact well.

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

Children are excited and interested by the activities they do. They show pride in their achievements.

Children were very busy and engaged throughout our visit with activities such as making models from stickle bricks, making necklaces, loading and tipping toy trucks in the 'digger pit' and exploring the woodland area. A child exclaimed, "*Oh my gosh!*" in awe when looking at bugs that had been revealed by a member of staff picking up a log. All children that we spoke with about whether they enjoyed coming to the club responded positively and enthusiastically. Their responses about what they liked to do included: "*I like that we go to the playground and the woods*" and "*I like that we draw and we can play and we can make friends.*" When a child looked at photographs of what they had done in the summer holidays with us, they told us that the activities were "*really fun.*" Children enthusiastically showed their crafts, drawings and models to us and the staff.

Children really enjoy their play and learning.

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

Children develop their own play and they have regular opportunities to develop their independence.

Children used their imagination and developed their play. For example, a child showed us the drawing and models they had made and explained in detail about their imaginary Star Wars scenario and another group of children developed role play with dolls in a play tent. Children were able to do things for themselves most of the time. For example: they carried their dinner plates to and from the serving counter; they changed their shoes for wellies; and they put on their own coats.

Children develop, learn and become independent well.

2. Care and Development

Summary

Staff are kind, caring and encouraging. They support children well to develop their play, their self esteem and their independence and they positively encourage children to be kind to one another. They actively promote a healthy lifestyle and keep children safe.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have the training and understanding necessary to keep children safe and healthy. They actively promote a healthy lifestyle.

All staff present at the time of the visit had completed child protection training. We saw the certificates in two of the three sample files that we saw and the other certificate was forwarded to us following our visit. A member of staff that we spoke with was confident with the process that they would follow should there be a safeguarding concern. All staff present had completed up to date paediatric first aid training which at the time of the inspection visit exceeded the minimum number required. The staff supervised children well and gave them safety reminders where necessary, such as reminding children not to play with sticks in the woods that were bigger than their arms and to move their shoes out of the way when they came in so that no-one could trip on them. We saw a completed accident record, which contained detailed and relevant information. All staff had completed training in food hygiene and we observed good hygiene procedures such as ensuring that all children washed their hands and that tables were cleaned prior to eating. We observed a member of staff picking roast potatoes up with their hands to serve them. The responsible individual had a detailed discussion with the member of staff who said that this was not the usual practice and would ensure that implements were used in the future but both the responsible individual and the member of staff were confident that food safety guidelines were being met. Staff provided children with healthy snacks of fruit and water or milk to drink. They also provided varied, healthy, home-cooked meals such as cottage pie, lasagne and cawl. Staff told us that there was a policy of not using refined sugar as an ingredient for children's desserts and there was always a fresh fruit alternative for children also. They gave outdoor play a high priority and took children out to play for two extended periods during our visit. They encouraged children to bring suitable warm clothing and wellies to enable them to do this on a daily basis.

Staffs effectively keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff use positive behaviour management techniques and support the development of children's self-esteem. They encourage children to be thoughtful to others.

We heard staff praising and encouraging children throughout our visit. For example, a member of staff told a child, *"You are such a big help!"* and when a child needed some help with cutting their dinner up, a member of staff said, *"You gave it a really good go. You did well."* Staff encouraged children to negotiate and be kind to each other. For example, they took a vote on where to play first and whether it was time to come in and they asked *"Whose turn is it to choose a film today?"* They encouraged children to be kind to the environment by returning the bugs to their 'home' and by asking a child to pick up rubbish that had accidentally fallen out of their pocket. A member of staff had a lovely conversation with children about the blue and pink tents and the children agreed that both colours were suitable for boys and girls. Staff were positive role models and had cheerful, positive interactions with the children and with each other throughout the day. A member of staff thanked the children when they brought their lunch plates back to the counter and staff sat and ate with the children, modelling good social skills. They provided extra support and reassurance to children who were new to the club and they had an open and natural discussion with children about their fears of monsters when children initiated it.

Staff manage children's interactions well.

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

Staff support children to develop their play. They know the children's individual needs and are able to meet these needs and provide the relevant support to children.

Staff allowed children to develop their play and were available to help, facilitate, make suggestions and encourage. For example, a member of staff supported a child to cut paper at the child's request and then showed the child all of the different resources they could use to decorate a card. When a child showed a member of staff a new resource, the member of staff said, "This is a book that came with that. Would you like to look at it?" The staff supported and encouraged children to do things for themselves. For example, a member of staff explained and showed a child that there was backing on stickers that could be peeled off. When the child succeeded, the staff member said, "Well done. You did it!" We found from looking at photographic evidence and talking with children and staff that lots of additional exciting activities were offered to children in the longer holidays. Examples of these activities included visits from outside organisations who brought in animals and birds for children to experience, as well as junk modelling and play on a bouncy castle. All parents who had completed CIW questionnaires strongly agreed that their children had a good choice of play activities to promote their development.

Staff successfully support children's play and effectively meet their needs.

3. Environment

Summary

Leaders provide a very suitable environment for children's play. They provide a particularly rich and varied outdoor environment. They ensure that the environment is safe and they provide a range of good quality resources and equipment.

Our findings

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

Leaders have established systems for reviewing and reducing risks in the environment.

Leaders had conducted risk assessments for the indoor and outdoor environment and these were regularly reviewed. The most recent review for the general risk assessments were at the start of the holiday period in which we visited. Leaders also completed additional risk assessments for specific activities such as the use of a bouncy castle and a pet-handling activity. The environment was a comfortable temperature, very clean and well-maintained. We saw the certificate for an up to date safety check on the gas boiler and cookers. There was also evidence of up to date PAT testing. Leaders and staff conducted fire drills during every school holidays and fire safety equipment was also checked regularly for safety.

Leaders effectively ensure the safety of the environment.

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

Leaders provide an environment, which has the facilities that children need, and they also provide a rich environment for learning and play in the outdoors.

Leaders provided the service in the school hall during our visit as well as in the outdoors. The responsible individual told us, following our visit, that there was also an art room and a computer room available to children at other times. The school hall provided a suitable space for the children and resources were set out which children could easily access. There was a comfortable area where children could relax on cushions and beanbags. The toilets were easily accessible for children to access independently. Leaders had established an interesting and exciting outdoor area for children. There was a woodland area for children to explore which also contained balancing logs and beams, hammocks and 'slack lines' for children to balance on. There was also a large yard where children could play ball games as well as smaller yard and grassed areas, play sheds and a 'digger pit' with gravel and digging toys and trucks which the children sat in and around and enjoyed enormously.

Leaders ensure that the environment is very suitable.

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

Leaders provide a range of resources that are well suited to the play needs of a range of ages and interests.

Leaders provided plentiful resources for children to have a choice. The following were available, for example: construction toys, dolls, jewellery making materials and lots of craft materials including boxes for junk modelling, pens, pencils, glue and string. They also provided a games console for children to use in moderation and a television and DVDs. They gave children access to natural resources in the outdoor woodland, as well as gravel, sand and water. They also provided resources and equipment for children to develop their physical skills including large climbing equipment, balls and trikes. They gave children suitable cutlery and cups at mealtime and provided suitable bench-style canteen seating for children to do table top activities and to sit to eat. All of the resources and equipment that we saw were clean and in good condition.

Leaders provide good quality resources and equipment.

4. Leadership and Management

Summary

Leaders implement a range of relevant policies and review these regularly. They have good systems in place to review and improve the service, as well as effective systems for the management of staff.

Our findings

4.1 How effective is leadership?

Leaders have put in place a statement of purpose and they implement a range of relevant policies.

Following our visit, the responsible individual updated the statement of purpose for the service. It contained most of the relevant information and the service that we observed matched with the information contained within this document. However, the statement of purpose did not have information about the facilities available to children and did not have information about the arrangements to review the document. However, the responsible individual told us that they had added it to the schedule of policies and procedures to review. Safeguarding was given a high priority. There was a clear notice by the door to the club, stating that child protection was everyone's business and listing the staff to contact immediately with concerns. There was a child protection policy in place which was further updated following our visit and was suitable for purpose. We read a sample of other policies also, including policies on behaviour, admissions and complaints and found that these contained relevant information and that there was a system in place for the review of these policies and to ensure that all staff had the opportunity to read them. The responsible individual and person in charge communicated about the service on a regular basis and it was clear who was responsible for the service in documentation and within the club.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have put in place a system for reviewing the service which involves all relevant parties. They identify targets for improvement and take action on these.

Leaders had completed parts one and two of the Self Assessment of Service Statement as requested by CIW. They completed a quality of care report that considered the views of staff, children and parents and identified targets for improvement. They used two different feedback forms for children, differentiated for levels of understanding. One of the actions for improvement was to further develop the feedback forms for the next time they sought children's views to include the opportunity for children to use photographs to make them more meaningful. They had already purchased an instant photo printer to enable this.

Self evaluation and planning for improvement is very effective.

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

There are sound recruitment, induction and appraisal processes in operation. Most of the relevant records for the service are in place.

We checked a sample of the staff files, including the most recently recruited member of staff and found that the leaders had conducted all relevant suitability checks and kept records of these checks. We also saw evidence of a thorough induction process that included familiarisation of staff with their roles, policies and health and safety procedures. The responsible individual also confirmed that additional temporary staff who work in the busier summer holiday period are also subject to a thorough induction prior to the club beginning for the holiday period. Staff and the responsible individual confirmed that there was a system of annual appraisal in place. All staff who had completed CIW questionnaires strongly agreed that leaders were visible and supportive. We checked a sample of attendance records for staff and children and found that the relevant information was recorded and the appropriate staffing ratio was maintained. We also checked the records for the administration of medication and found that there was most of the relevant information available, including information about the medication, dosage, parents consent and the previous dose given by parents. However, it was not wholly clear whether the medicine had been administered. The responsible individual took action on this following our visit by amending the medication record template. However, there was still the potential that not all the information would be recorded as there was no space for the previous dose of medication. Also, whilst there was space for the parents to sign their consent, there was not the space for the parents to sign to show they had been informed that it had been administered.

Management of staff and other resources is good, on the whole.

4.4 How effective are partnerships?

Parents are given information about the service. Leaders and staff work with parents to identify and meet children's needs.

Parents were informed of the policies that were available when their child started at the club and where to find them. Parents agreed to the terms and conditions of the care and were also asked for their consent for specific aspects of the service, such as the use of face paints, application of sun cream and taking of photographs. We checked a sample of children's records and found that relevant information had been sought from parents about children's needs. All parents who had completed CIW questionnaires strongly agreed that the service communicated well with parents.

Partnerships with parents are very effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Improve record keeping regarding the administration of medication; and
- further update the statement of purpose for the service.

6. 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 22 February 2018 for approximately five and a half hours. We:

- inspected a sample of documentation and policies;
- observed children's engagement and the care being provided by staff;
- spoke to the children, the person in charge, the responsible individual and the staff;
- read three CIW questionnaires from parents and two from staff;
- provided feedback by telephone on 6 March 2018.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Meryl Lovegrove
Person in charge	Helen Griffiths
Registered maximum number of places	48
Age range of children	3 to 11 years
Opening hours	8am to 6pm, Monday to Friday, during the school holidays of Redhill Preparatory School.
Operating Language of the service	English
Date of previous CSSIW inspection	18 February 2015
Dates of this inspection visit	22 February 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> . However, the service operates in a predominately English-speaking area.
Additional Information:	