



Childcare Inspection Report on

Rhosddu Cares Club

**Rhosddu C P School
Prices Lane
Rhosddu
LL11 2NB**



Date of Publication

4 December 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

Rhosddu Cares Club is located near the town centre of Wrexham and operates from Rhosddu infant and junior school. The registered persons are, Marian Young and Janet Czulowski, Janet is also the named person in charge. The service is registered to care for a maximum of 50 children under the age 12. The opening hours are, Monday – Friday: 08:15- 09:00 and 15:00 – 17:30 hours term time only. The service does not provide the Welsh Language ‘Active Offer’ and operates through English.

Summary of our findings

1. Overall assessment

Children are happy, well cared for and have their needs met at the service. Staff are enthusiastic, friendly, fair and consistent in their approach to care giving. The indoor environment offers children the opportunity to explore their play area freely to make their own choices. Leaders manage the service effectively.

2. Improvements

Children’s consultation systems have developed further, as a result their ideas and requests for new activities, resources and workshops had been implemented, for example, visiting providers, such as craft and dance workshops. The I T area had been improved, 7 new computer chairs and 5 computers had been purchased. Parents requests for more healthy snacks were now on the menu and in keeping with data protection guidelines 2 more lockable cupboards were purchased for confidential documents.

3. Requirements and recommendations

We have made recommendations in relation to updating the safeguarding policy with the change of name and contact details of the local authority. Providing children with easy access to drinking water throughout the session and for all children to have more outdoor play opportunities.

1. Well-being

Summary

Children have choice and are confident communicators. They approach staff with ease and are familiar with the routine. Children interact positively with their friends and those caring for them. They follow their own interests and have fun as they learn through play. Children are developing their independence well.

Our findings

1.1 To what extent do children have a voice?

Children are listened to, encouraged to make choices and are confident to express their ideas.

Children told us they enjoyed attending. One child told us, they love playing with the bricks and building things. Other children joined in and happily told us what they enjoyed doing, which ranged from colouring and playing games with their friends. During snack time, children were offered a variety of fresh fruit and pieces of cheese, we heard them chatting to one another about what they were planning to do next. Children were happy to speak to us and they called us over to come and sit with them as they played in the home corner.

Children are provided with good care enabling them to speak up confidently and express themselves well.

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

Children approach staff with ease and are familiar with the routine.

Children were happy and settled because staff provided them with support and warmth in their approach. They were praised with positive language throughout their activities and this made them feel good about themselves. When one child realised they had forgotten their jumper in class but they couldn't remember where they had taken it off the staff member reassured them they would help to look for it before they went home and this is what they did. This made the child feel valued as they were listened to and reassured as they were supported.

Children are being provided with responsive care which makes them feel happy, safe and valued.

1.3 How well do children interact?

Children interact positively with their friends and those caring for them.

Children were learning to co-operate and respected the toys and resources as they used them and when they tidied up. They listened to instructions and co-operated well completing the task with care, for example putting the craft equipment away carefully.

Two children were seen having a disagreement while playing a board game, this was managed well by staff and children were given an explanation as to why it is important to share and take turns. Throughout the session they practiced good manners and were polite to their friends and those caring for them.

Children are provided with effective care which helps them to interact positively.

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

Children are curious and participating enthusiastically in play based activities.

Children were excited about the variety of activities available for them. All children engaged positively, we saw children becoming confident using technology in carefully timed slots. Younger children enjoyed playing with sand and water making various shapes for their pretend tea. Most children played independently with their chosen activity or toy for an age appropriate length of time, children who needed more support to engage or focus on play received this without having to ask. For example we saw a child sitting quietly, seemingly unsure of what to do next, staff knowing they were new to the service made suggestions, the child was then energised, to play in the construction area.

Children are provided with opportunities to develop their play and learning alongside their friends and are interested in the toys and activities available to them.

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

Children are developing their independence well.

Children were happy to play independently. For example, we saw one child carefully placing their dolls to sit in the grounds of the castle they had constructed to act as an audience as they devised an imaginary game with small world items. Other children were seen accessing the toilets and hand washing facilities with limited support and explored their play area freely to make choices and follow their own interests. During snack time children whose turn it was independently set the table and handed out the plates of fruit for the other children to help themselves to.

Children are self motivated and encouraged by staff to become independent..

2. Care and Development

Summary

Staff understand their roles and responsibilities in keeping children safe and healthy. They manage interactions fairly and consistently. Staff facilitate interesting activities for children and are responsive to their individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand their roles and responsibilities in keeping children safe and healthy.

Staff had current paediatric first aid qualifications which enabled them to appropriately administer emergency first aid or deal with medical issues. Fire safety checks and drills had been conducted regularly and these were recorded, helping children and staff learn what to do if they needed to leave the premises in an emergency. We saw a drill taking place; staff explained they have additional evacuation drills when new children or staff start. It was evident the children and staff were familiar with the procedure, the new child was given reassurance and an explanation and the drill went smoothly. When questioned, staff were confident about the safeguarding procedures they would take if they had concerns about a child in their care. They were also aware of who the child protection / safeguarding leads were to enable them to discuss any issues. However, the name change and contact details for Wrexham Social Services needed to be updated on the service's procedure. Staff plan opportunities for children to be physically active for some sessions, we recommended this is increased to include more opportunities for all children to benefit from fresh air and physical exercise outdoors. Most staff had completed Level 2 food hygiene, this training was being used in practice as the tables were cleaned before snack and the children were asked to wash their hands before they ate. The service had been awarded the highest score of 5 from the food standards agency. Snacks served were varied and healthy, but we saw children were offered squash to drink. We recommended squash is removed from the menu and replaced with water or milk. Also, to ensure children remain hydrated we spoke to staff about making jugs of drinking water available throughout the session for children to help themselves to. Staff supervised children well during activities and as they accompanied them to the toilet and encouraged them to wash their hands.

Staff are providing appropriate care in regards to safeguarding and promoting health.

2.2 How well do practitioners manage interactions?

Staff manage interactions fairly and consistently.

Staff encouraged children to share and take turns. For example, during a game children began to disagree whose turn it was. Staff intervened and spoke to children patiently and with a kind voice about the importance of taking turns. They helped children understand which resulted in them enjoying playing the game. Staff praised children for their efforts with positive language and encouraged them to use good manners and to practice saying 'please' and thank you'. They did not hurry children and gave them the opportunity to complete tasks and activities in their own time, being considerate of the children's ages and stages of development. This resulted in a warm and caring atmosphere being created where children were nurtured and supported.

Staff reassured children with a gentle care giving approach. Staff set realistic boundaries and use appropriate strategies to manage interactions positively.

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

Staff facilitate activities for children and are responsive to their individual needs.

Staff understood the varied age range and stage of development of the children attending and how this impacts on their behaviour. On the day the age range was 3 to 11 year olds. Staff supported children by setting realistic boundaries and encouraging them to take responsibility for their behaviour. For example, many of the children chose the computers as their first choice activity; the children knew the time limits and logged off in time to allow other children to have their turn. Younger children were given less computer time and more support to choose from the varied activities available. Staff interacted enthusiastically with children, making suggestions for what they may like to do; they praised them with positive language. Staff demonstrated they knew the individual children well, because all of the staff work in the school as level 4 teaching assistants. Children who did not like the noisy hot air driers in the toilets were given reassurance and support to use paper towels as an alternative. They had identified areas where children required further support; this had been reflected in their activity planning. Staff told us how all activities could be adapted and therefore facilitated opportunities for children to take the lead for their play, for example, all play areas were accessible, sand trays could be placed on higher or lower tables, paint brushes had a range of different grips, and there were visual aids such as time lines enabling children to know the routines and feel secure. Staff showed a nurturing approach towards children they asked children questions as they played, aiding their curiosity. As numbers of children became low towards the end of the session a stimulating 'detective' game developed between 4 children and a member of staff which appealed to the children as all of their guesses and contributions were valued

Staff provide children with a stimulating and varied range of activities which appeal to them.

Environment

Summary

The environment is safe. The indoor play areas are spacious and there are suitable facilities for all those using the service. Children can access good quality resources during indoor play. Equipment, furniture toys and resources are age appropriate and in good condition. Leaders make the most of the indoor space but improvements could be made to utilise the outdoor areas to offer children regular opportunities to develop their physical skills.

Our findings

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

Leaders ensure the environment is safe.

Leaders had a system to manage access into the service as a record of visitors was kept. The indoor environment was clean and fit for purpose and the outdoor play area was securely enclosed. Leaders ensured staff supervised children well and understood the difference between acceptable and unacceptable risk. Risk assessments had been completed to identify potential hazards to those using the service and leaders had highlighted action taken to manage this. Leaders had ensured clear information was available to everyone in relation to dealing with emergencies.

Leaders have taken appropriate action to make sure the environment is appropriately secure.

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

Leaders ensure the environment is suitable for purpose.

Leaders had ensured there was sufficient space and facilities to meet the needs of the children and the lay out promoted children's independence. Children could access their belongings with ease as coat pegs were available for each child. The environment was welcoming and friendly. The main playroom had been organised in sections which enabled children to access a range of activities including art and crafts, construction, board games, socialisation, messy play, IT, and a quiet area to rest or look at books. The service does have use of outdoor areas including the school yard for physical play and a smaller area which was suitably equipped for activities and resources for younger children. Children did not access the outdoor area except for their participation in a fire evacuation drill and confirmed that they would like more outdoor play.

Leaders ensure the environment is suitable but more use of the outdoor areas would improve outcomes for children.

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

Leaders have ensured equipment, furniture; toys and resources are age appropriate.

The leaders make good use of the quality environment and furniture provided by the school. The leaders ensure that suitable resources are provided which is age appropriate.

We saw that the furniture was of good quality and suitable for children. The club provides ample resources for the children. We were told that staff check the equipment and resources regularly and a thorough check of all resources is done on a termly basis. In conversation with some of the children we found that they were very appreciative of all the resources available to them and told us how involved they are with making suggestions for purchasing of new equipment. Children were very excited about the ICT equipment that was soon to be available to the club.

The leaders have provided resources to ensure that children enjoy themselves, and that they are of a quality that ensures the safety of children.

Leadership and Management

Summary

Leaders manage the service effectively. They have a system to evaluate and review the quality of care. Leaders manage staff and resources suitably. They have positive partnerships with parents, school and community.

Our findings

4.1 How effective is leadership?

Leaders ensure policies and procedures are implemented effectively.

Leaders had communicated high expectations for securing improvements for the service. The statement of purpose contained all the information required to fully understand the service and care provided. Leaders had ensured the service complies with relevant regulations. Effective policies were in place and we found that these were fully implemented in practice.

Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders have an effective system to self-evaluate the service and plan for improvement.

Leaders knew their service well and promote a culture of continuous self-evaluation which was embedded in their daily practice. They were positive in their approach to implement change and had good systems for gaining the views of children through speaking with them daily, holding regular children's meetings, and distributing questionnaires. Staff and parents had regular opportunities to share their views and make suggestions. Leaders recognised strengths and areas that required development, such as making better use of the outdoor environment and inviting speakers from the local community to offer workshops for children.

Leaders review and assess the quality of the service they deliver in order to make improvements.

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

Leaders manage resources well and ensure staff are suitably qualified and supported in their daily practice.

New staff confirmed they had been part of an induction process which ensured they were familiar with the service and their roles and responsibilities. All staff had 1.1 supervision, 4

staff files we sampled contained all the required information and all relevant checks had been completed showing there was a robust recruitment process in place. Annual appraisals had been conducted. Staff were suitably qualified and leaders ensured they had completed relevant training and had opportunities to develop their skills and learning through accessing relevant courses to meet children's needs such as EpiPen, asthma awareness, behaviour management and team teach.

Leaders employ staff whom they manage effectively and who work together to secure positive outcomes for children.

4.4 How effective are partnerships?

Leaders effectively share information with parents.

Leaders had positive partnerships with parents and information was shared in a number of ways such as verbally as parents collect their child, in writing and electronically. Discussions were heard with parents as they collected their children. Younger children had more detailed information as some of the staff work with the children in the early years classes of the school. We spoke to three parents and one grandparent on collection of their children. All were complimentary about the staff and the service they received. They were positive about open communication between themselves and staff and felt confident they could raise any concerns should they have any. There were positive partnerships with the school, resources are shared and new equipment provided as required, one of the registered persons is also the head teacher, she has a regular and supportive presence in the club.

Leaders are forward thinking and develop effective partnerships to enhance the service they provide

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 safeguarding policy with the change of name and contact details of the local authority.
- provide children with easy access to drinking water throughout the session and,
- for all children to have more outdoor play opportunities.

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 Tuesday 16 October 2018 from 15:30 – 18:00 hours;

We,

- Inspected a sample of documentation and policies;
- inspected the areas used, toys and equipment;
- observed practice and completed observations using the SOFI2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to children, three parents, one grandparent , staff, person in charge and 2 registered persons and,
- provided feedback to one of the registered persons / person in charge.

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

www.careinspectorate.wales

7 About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Marian Young Janet Czulowski
Person in charge	Janet Czulowski
Registered maximum number of places	50
Age range of children	3 – 12 years
Opening hours	Monday – Friday: 08:15- 09:00 and 15:00 – 17:30 hours term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 September 2015
Dates of this inspection visit(s)	16 October 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?	<i>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 children who use or intend to use the service.</i>
Additional Information:	