



Childcare Inspection Report on

Schools Out At The Dell

**The Dell Primary School
Welsh Street
Chepstow
NP16 5UQ**



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Description of the service

Amanda Gore is registered to provide after school care at The Dell Primary School, Chepstow for up to 118 children aged from four to 12 years. The club is known as Schools Out at The Dell. The registered provider also operates a full day nursery in a nearby village and some of the management information and record keeping for the after school club is kept at the nursery. There is a Person in Charge (PiC) who manages the setting on a day to day basis. Children who use the club attend The Dell Primary School. The club is open from 3.30pm to 6.00pm, Monday to Friday, term time only. Care is provided through the English language.

Summary of our findings

1. Overall assessment

Overall, we found that the care of the children is good. The club operates out of a large school hall and has use of other areas within the school such as a classroom and craft area as well as the outside play area. Therefore there is plenty of space in which the children can play and spend time. The staff team are caring and conscientious and have positive relationships with the children and parents who use the club. The management of the setting is good and well organised and generally meets the requirements of the National Minimum Standards for Regulated Childcare for children up to the age of 12. (Revised April 2016)(NMS).

2. Improvements

The following improvements were noted since the previous inspection in January 2015:

- Statement of Purpose has been updated;
- policies and procedures have been reviewed and where required, amended;
- records are now kept in relation to the daily/weekly team meetings;
- confidential information is now suitably stored and
- emergency evacuation drills are completed on a termly basis.

3. Requirements and recommendations

There were no areas of regulatory non-compliance identified at this inspection. Areas for improvement which are mainly confined to the paperwork element of the service have been included in a section towards the end of this report.

1. Well-being

Summary

Children enjoy their time at the club. They are stimulated and well occupied. There are a range of suitable activities and resources to meet the age range of the children attending. They are able to make choices and have developed warm and positive relationships with the people who care for them.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and they are encouraged to share their views. They are invited to share their views when they complete annual questionnaires. The PiC also told us that they have a “wish list” of toys and resources compiled by the children. Snack time is run from 3.30 to 5.00 which mean the children are able to make choices on when they eat. However, snack choices are very limited with only fresh fruit and water being offered to the children every day. Children are able to move freely around the club, within the confines of where the club operates and we noted that they enjoyed having this level of freedom. We saw that children are confident to speak out, ask for resources and seek clarity. Resources and toys are placed throughout the hall, classroom and craft area and they are able to access the outside play ground; this enables children to make choices over their play options. Children will also ask for resources from the store shed. The PiC told us that they had responded to a request by the Year 6 children to have their own space and a “den” had been introduced as they recognised that the older children needed more space and independence than the younger children attending. However, the voice of the child is not consistently recorded and specifically how they respond to children’s requests.

Children have a voice, but their requests and observations about how they spend their time at the club are not recorded and responded to in a consistent manner.

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

Children feel happy and safe at the club as those whom we spoke with told us that this was the case. Feedback from parents in completed questionnaires also confirmed this. We saw lots of smiles and children chatted happily together and to the people caring for them. We saw children help themselves to toys and resources and many undertook imaginative play enthusiastically. There are clear routines in place which the children are familiar with, which supports a sense of well-being and familiarity. We heard lots of praise for good behaviour and staff took time to show an interest in what the children were doing. Throughout our visits we heard lots of chatter, laughter and friendly banter. Children co-operated and helped one another and we saw lots of examples of excellent turn taking and sharing.

Children feel happy and safe at a club where their well-being is promoted and valued. They enjoy their time playing with their friends and spending time with the people who care for them.

1.3 How well do children interact?

Most children's interactions were positive, respectful and in line with their ages and stage of development. Nearly all display excellent manners, consideration for their peers and respect for the people caring for them. Most take care of the resources and share them appropriately. Older children played well with the younger children and all ages mixed and interacted well. We saw that they responded positively to adult intervention, reminders or requests and all the children we spoke with were happy and confident to talk to us.

Children's interactions are positive and warm and children demonstrated that they cared for one another.

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

Conversations with the children and feedback recorded demonstrate that children enjoy their play and time at the club. We noted that they were at ease and comfortable at the setting. The choice of activities and resources made available ensure that there is adequate provision for everyone. The children are able to access the school grounds which provide further space and additional activities such as football, skipping and imaginative play. Some of the older children stated they would like to have access to electronic devices or computer games. It is clearly stated in the club's policies that these will not be provided as children are encouraged to play and interact with other games and resources. The club has made a "small den" for the Year 6 children to use, which is based within the school hall, they have some limited resources and their own TV. We observe that a large group of younger children enjoyed spending some quiet time watching a film. We noted three younger boys played for a sustained period with cars and garages; they were having a lovely time. Throughout our visits we saw that most children were occupied and stimulated.

Children enjoy their time at the club and benefit from the range of activities that are on offer.

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

There are many opportunities provided for children to develop their independence. Toilets and hand washing facilities are appropriate for the age range of the children and we saw children of all ages use these facilities independently. Children know the environment very well and move around the club with ease and confidence, being independent in their play choices. The older children self register on arrival to the setting and make sure their belongings are stored in a safe manner. We saw that they placed their rubbish following snack time, in the bin which helped to ensure the environment remained safe and clear. We observed that children's all round development is promoted and they are able to make independent choices about their care needs, play and activities.

The club promotes children's independence and children respond in a positive way.

2. Care and Development

Summary

Staff are enthusiastic, positive and appear to enjoy their time working at the club. Most are qualified in child care. They have a good understanding of the policies and procedures and are committed to the smooth running of the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff and management are clear about their responsibilities in keeping children safe and healthy. There are routines in place such as staff checking the premises to ensure it is safe for the children, prior to their arrival. Gates and doors, where necessary are kept locked which ensures that children are secure. Staff use walkie, talkies to communicate with one another and there are clear procedures in place for the registration of children and also when they are collected by their parents. There is a member of staff located at a registration desk in the school foyer and this provides a good point of contact for parents and also provides an extra level of security. There is a child protection policy in place but this has not incorporated the latest government advice on the "Prevent" agenda. "Prevent" is guidance from the government to support child care practitioners to identify and respond appropriately to issues of radicalisation. There are risk assessments for the setting and these are reviewed regularly. The club provides healthy snacks of fruit and water throughout the session. Children are encouraged to use hand gel prior to eating snack.

Staff work well in supporting children to keep safe and be healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions well and provide a range of interesting and varied activities to suit the children's ages. Staff are good role models as they conduct themselves with professionalism. They were courteous and treated each other and the children with respect. The atmosphere was very busy, but purposeful with quiet reminders being given for politeness and good manners. There are a large number of children present, but enough staff, located throughout, which ensures children are appropriately supervised. Staff were on hand to offer advice and oversee the children in an unobtrusive manner. There are clear routines in place which children are expected to follow and this supports the smooth running of the club. Children are aware of the club rules and most follow them independently. Children are encouraged to tidy away their resources and help to keep the environment safe and relatively tidy.

Interactions are managed well by staff in a quiet and discreet manner. Children respond positively resulting in the club having a calm and friendly atmosphere.

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

Staff promote children's development as they plan some of the craft activities. Most toys and resources are of reasonable quality which supports and engages children in their play. Within the session, children are able to choose from both inside and outside play activities. We discussed with the PiC how the children's voice could be developed further by involving them more in planning of activities and capturing their evaluation and opinions on a more regular and sustained basis. We heard very little Welsh spoken with the children. We observed that staff adapt their support levels according to the age range and needs of the children and we noted that they were far more "hands on" with the younger children, which was appropriate and needed.

Staff promote children's play by providing a selection of activities which are supported by suitable resources and engaged staff members.

3. Environment

Summary

The club is run from a hall and classroom areas within the school and space and furniture is of an acceptable standard. Noise levels can become loud, particularly in the hall when the club shares the space with those children who are waiting for buses to collect them from school. Children are able to access the outside play area and are able to move around the school with a high level of freedom. It is a secured area and they know where they are permitted to go.

Our findings

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

The PiC is very mindful of her responsibility to provide a safe environment. Overall the environment is safe and clean with a range of suitable resources and space for the age range and number of children who attend the service. A daily risk assessment checklist demonstrates that appropriate checks are undertaken to minimise any risks to the children. Any maintenance issues are dealt with by the school. There are regular checks on toys and equipment and a record of emergency evacuation drills is kept. Parents sign their children out of the club with times, so that the staff know who is on the premises at all times. The systems in place to manage the safety of the children are very effective. However, we did note that the school cleaners had left cleaning materials out and within the reach of the children; this is not a safe practice.

Leaders have a very good understanding of their role and responsibility to ensure the environment is safe for the children.

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

The environment is suitable for a before and after school club provision. The PiC and staff set up and put away the activities at the start and end of each session. The club benefits from having a large outside shed where toys and resources are kept. There is sufficient space, both indoors and outdoors for children to play and spend time with their friends. There are a range of suitable policies and risk assessments in place which help to support the smooth running of the club.

The environment is suitable for an after school club service and meets the needs of the children.

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

Quality of resources and equipment is reasonable and children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs, interests

and ages. Resources are clean, although a minority were in a state of disrepair and required replacing. Resources and toys meet the needs of the different age range of children who use the service. Both indoor and outdoor toys are suitably stored which helps with their maintenance and upkeep. An audit of toys and resources would be beneficial to ensure that there are enough for the full age range and number of children present. Resources were not in abundance and choice was a little restricted; although children were engaged and played well with one another and the staff present.

Leaders ensure that adequate resources and equipment are made available to the children.

4. Leadership and Management

Summary

Day to day management of the setting is good. The team is led by an experienced and conscientious PiC. She was keen to engage with the inspection process in order to move the service forward and maintain the high standards. There are clear policies and procedures in place which are detailed and well written. However, some needed to be reviewed and updated. No areas of non-compliance were identified.

Our findings

4.1 How effective is leadership?

Leadership is effective. The PiC and owner have a sense of purpose and vision for the club and this promotes on going improvement. They ensure the club complies with the regulations and there is evidence that it exceeds national minimum standards. This is demonstrated in their staff to children ratio. Policies and procedures are well written and most are regularly updated to reflect any changes. However, the missing child policy did not include that a referral to social services would need to be made, if a child were to go missing. There is a detailed social media policy but this does not cover the use of children's own mobile telephones. The complaints policy does not include how CIW responds to complaints; this had been highlighted as a requirement in the previous inspection. We discussed with the PiC processes for dealing with concerns or complaints they received and also how they work in partnership and raise any concerns with the school's management team, as these records and processes were not well organised. For example, when we raised concerns over cleaning materials being left out by the school's cleaners, we were informed that this had been raised as an issue previously by the PiC, although there were no records available for us to view. The Active Offer of the Welsh language is not offered as the club is located in a predominately English speaking community. The club is a very busy environment and overall the PiC manages staff, children and visitors very well.

Leadership is effective and the PiC is hard working and conscientious. The quality of leadership is evident in the effective service provided to parents and carers.

4.2 How effective is self evaluation and planning for improvement?

Self evaluation and planning for improvement is embedded within the service and there are systems in place which supports this process. We saw from records that questionnaires regarding the evaluation of the service are distributed on an annual basis and where possible suggestions acted upon. Self Assessment of Service (SASS) Parts 1 and 2, distributed by CIW in 2017 was completed in a timely and detailed manner. There is a display board in one of the classrooms which highlights what the children like about the club. The owner of the club will make visits to the club to review the provision as a means of on going improvement. The PiC was receptive to ideas and suggestions made as part of the inspection, demonstrating a commitment to on going development.

Self evaluation and planning for improvement is effective.

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

Management of staff and resources is effective. Staff told us that they felt supported by the PiC. The club hold regular staff meetings and following a recommendation in the last inspection, minutes are now kept to reflect important points discussed. Staff receive regular training and there were enough staff present with the required qualifications in areas such as paediatric first aid, food hygiene and safe guarding. Staff currently only receive a formal review of their performance once a year. Staff absences are covered within the staff team as some work on a part time basis and are willing to undertake extra shifts, if the need arises. Staff from the nearby nursery will also undertake work at the club if required. The PiC has worked at the club for some years and has established effective routines to manage this very busy after school club.

The after school club service is well managed and provides a good quality service.

4.4 How effective are partnerships?

Partnership working with parents and carers is generally good. We noted that feedback from parents/carers was complimentary. For example one parent stated that "*The club is always professional and welcoming and the service is excellent.*" Another commented "*A great service with fabulous staff*". There is information provided to parents detailing how the club is run. For example, information regarding the club's policy on the use of mobile devices and the snack available to children is shared with parents before their children begin attending the club. A member of the school's management team was also very complimentary about the club and the service it provides to the school community. Parents are provided with information outlining the main policies and procedures of the club. There is a clear complaints policy in place for parents but how management responds to complaints/concerns is not always recorded appropriately.

Partnerships are effective and are mutually supportive.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were discussed with the register provider and PiC in a feedback meeting held on 28th November 2018:

- Update missing child policy so that it makes clear that a referral will be made to Social Services if a child were to go missing;
- update social media policy to include use of devices by children;
- update complaints policy to include the way in which CIW responds to complaints;
- audit all resources to ensure there is enough in terms of quantity and variety to cover all age ranges of the children who attend the club;
- keep a log of all correspondence with other agencies/partners to demonstrate that issues have been identified and where appropriate resolved;
- promote the voice of the child, record their views and demonstrate how the club has responded;
- ensure that cleaning materials are kept out of reach of children;
- introduce six monthly reviews for all staff in order to effectively monitor staff's performance and
- introduce a log which records how complaints/concerns have been addressed and resolved.

6. How we undertook this inspection

An unannounced, full inspection which examined all four themes was undertaken by one inspector over two visits on Thursday 15 and Thursday 22 November 2018. Due to the large number of children using the club, a second inspector also attended on the second visit. A feedback meeting was undertaken on Wednesday 28 November with the registered person and PiC and one inspector. A total of nine hours was spent at the service. The following methodology was used to gather evidence for this report:

- discussion with PiCs, staff, parents and several children;
- examination of records, policies and procedures;
- return of parent and staff questionnaires distributed by CIW;
- conversation with registered person
- visual inspection of the environment;
- observation of care practices and routines and
- consideration of information held by CIW.

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	Amanda Gore
Person in charge	Sharon Hardy
Registered maximum number of places	118
Age range of children	Aged from 4 to 12 years
Opening hours	Monday to Friday 3.30pm to 6.00pm Term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 and 23 January 2015
Dates of this inspection	15, 22 and 28 November 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 "More Than just Words follow on strategic guidance for Welsh language in social care."
Additional Information:	