



# Childcare Inspection Report on

**Baglan Buddies Out of School Club**

**Blaenbaglan Primary School  
Maes Ty Canol  
Baglan  
Port Talbot  
SA12 8YE**



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## **Description of the service**

Baglan Buddies Out of School Club was registered in March 2003 and the club is held in the school hall within Blaenbaglan Primary School but is run independently of the school. The club is registered for 40 children aged between three years to 12 years old, although older children can attend, and provides after school care from Monday to Thursday, 3.15pm – 5.45pm, term time only. The service has opened during some of the school holidays, however is not currently opening during this time. The registered person and person in charge is Mrs Denise Richards. The service is provided through the medium of English.

## **Summary of our findings**

### **1. Overall assessment**

Children who attend Baglan Buddies have a strong voice. They are able to take part in a wide range of activities that promote development, are interesting and fun. Children very much enjoy their play and learning and on the whole, interact well with one another. Children make very good progress and have good opportunities to develop their independence. Staff welcome children with additional needs, and are kind, caring and competent as they are mostly qualified and are knowledgeable. Leaders are successful in ensuring the environment is clean, safe and somewhat secure. A very good range of stimulating resources are provided for the children to use which promote children's development and which appeal to their differing tastes and interests. The Leaders have a very good relationship with the parents. On the whole, the leadership at Baglan Buddies is adequate, as there are some areas which require improvement.

### **2. Improvements**

As a result of being informed at the inspection, the person in charge has:

- Held a team meeting;
- staff have completed a self review form for one to one supervisions;
- applied to care inspectorate Wales (CIW) for a Disclosure and Barring Service (DBS) check.
- provided the date of the last gas check and
- confirmed a second reference has been received for one staff member.

### **3. Requirements and recommendations**

We found that the service did not meet the regulations relating to 'Registered Persons'. This was in relation to the registered person's DBS check. We have brought these to the attention of the registered person and this has been actioned prior to the publication of this report. We have, therefore not issued a non-compliance notice on this occasion. We found that the service did not meet the regulations relating to 'Suitability of workers'. We have brought these to the attention of the registered person and as there is no

significant impact on the wellbeing of the children, we have notified the registered person that this will be checked at the next inspection.

We made recommendations to the provider in relation to promoting independence and healthy eating, obtaining more information regarding allergies, risk assessments, children's contracts and policies, including the service's statement of purpose. These are detailed at the back of the report

# **1. Well-being**

## **Summary**

Children feel relaxed and comfortable at the after school club and they really enjoy their play and learning. Children are learning to co-operate and share and they have some good opportunities to develop their individual skills and independence. Children's choices and personal preferences are respected.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children make choices and their communication and preferences are listened to.

Children were offered choices of what they wanted to eat and drink at snack time and they could freely choose their play activities for a significant amount of the session. Children had opportunities to play inside or outside, and were able to express themselves; for example when two friends requested alternative resources from the storage cupboard, these were given, when children wanted to go outside this was actioned. Children who had limited communication were able to express their wishes and choices, such as when a child wanted to watch a DVD and was given a choice of which one to watch.

Children have a strong and confident voice at this service.

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

Children are relaxed and familiar with staff and the routine of the service.

Children were content when they arrived at the start of a session and quickly involved themselves in some kind of activity. Children showed that they had formed bonds with staff as they involved them in their play and clearly enjoyed their interactions with them. Two children who were going on holiday were presented with a gift and a certificate for 'being kind and polite to others' which everyone clapped, and made them feel valued. The other children were excited that they would be receiving their gift and certificate next week.

Children feel very safe, happy and valued.

### **1.3 How well do children interact?**

Children are learning to co-operate and share. Almost all children behaved appropriately, joined in with activities and followed staff instructions.

Children played contentedly alongside each other at various activities and children were happy to allow others to join in their play. Some children chose to play by

themselves, colouring or balancing on a low level beam. Children were being taught by staff how to play draughts, and there was lots of laughter when some cheating went on. Almost all children helped to tidy up and said “please” and “thank you,” when prompted.

Children interact well.

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

Children enjoy spontaneous activities and periods of free play.

Children showed interest in the activities, such as colouring, linking ‘cog wheels’ together to make them all move as one, and playing outside. They told us they had enjoyed making slime and that they enjoy coming to the after school club with their friends. Although children could not move freely between inside and outside, they could have the choice, depending on where the staff were situated. We saw lots of smiles and heard lots of laughter throughout the day showing that the children were enjoying the different activities and play that they took part in. This included a spontaneous game where the children sat in a circle and a child had to close their eyes and guess who had the car keys.

Children thoroughly enjoy their play and learning.

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

Children have opportunities to take part in a range of activities and play that enables them to learn and develop new skills. Children have many opportunities to do things independently.

Children were able to develop holistically as they took part in a wide range of activities indoors and out. They especially enjoyed balancing and walking on a low level bench, used as a beam, and thinking of new ways to get across, such as lying on the stomach and not using their legs. Children proudly showed us their ‘bow and arrows’ that they had made from wooden sticks the week before, and showed us the kites they had just made. As this was an after school club the emphasis was very much on free play. Children were encouraged to be independent by taking off and putting on their shoes to walk the beam, and parents that we spoke to said that their children loved coming to the club, one stated their child was “disappointed if they were picked up early”. Children had access to multi cultural experiences, such as ‘henna’ marking and celebrating Ramadan. Children were given drinks and fruit by staff, however, they could have helped themselves. The cups used were also for very young children, and therefore not appropriate for the older children.

Children continue to develop and learn at this service.

## **2. Care and Development**

### **Summary**

Staff follow most policies and procedures to keep children safe and healthy. They are calm and positive and manage children's behaviour well. They know the children, and meet their needs effectively. Consideration should be given to healthy eating.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Overall staff keep children safe and healthy.

Staff were attentive to the children and showed good awareness of what was happening around them. Two of the three staff had attended training in first aid and child protection and one had food hygiene. Staff knew of the child protection procedures and were proactive in recording any concerns that they had and passing these concerns on to the person in charge. However they did not know to refer any issues to social services, if the person in charge was unavailable. Staff worked very closely with the children and their parents to ensure any additional needs were met. Staff were heard giving children safety messages, for example, when children were running towards the wall and doing handstands. Staff followed infection control procedures by wearing gloves when preparing snack, and encouraging hand washing. The services statement of purpose states that they work in line with the healthy eating policy. However staff provided snacks which were not all healthy; although a choice of fruit was available, the children also had a choice of two biscuits and had sweets at the end of the session, however, parents were present at this time. Staff were aware of children's allergies, however, the signs, symptoms and action to take if needed, were not recorded. No accidents had taken place and no medication was administered.

Staff are successful in helping to keep children safe, although more healthy snacks should be offered.

#### **2.2 How well do practitioners manage interactions?**

Staff are positive role models and manage children's behaviour really well.

Staff helped to create a fun and relaxed atmosphere by using cheerful voices, showing an interest in what the children were doing and offering lots of encouragement. A member of staff took a child to one side and bent down to his level, when the child showed some unwanted behaviour. They asked them how they would feel if another child had behaved that way towards them. The child then went and said sorry to the other child, and was praised by the staff member for doing so.

Staff effectively manage interactions with children.

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

Overall staff have the knowledge and understanding to support children's development and meet their needs. They provide a range of activities for the children, which promote their development and play.

Staff had a good knowledge and understanding of child development and current child care practice, as they had been working at the service for many years. Staff had made bows and arrows with the children at a previous session out of sticks and string. The staff gave children time to play freely and make their own choices for example, when some children wanted to play outside with their skateboard and bow and arrows, staff took them out, whilst others remained inside with staff. Staff supported children with limited communication to integrate and have good play experiences, and a one page profile was in place for children with additional needs.

Staff successfully promote children's play, learning and development and capably meet their needs.



### **3. Environment**

#### **Summary**

The person in charge is successful in ensuring the environment is clean and relatively safe and secure. A very good range of stimulating resources are provided for the children to use which promote children's development and which appeal to their differing tastes and interests. The environment is welcoming and child friendly.

#### **Our findings**

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

The person in charge has some arrangements in place to ensure the environment is safe.

The person in charge had risk assessments for the environment which staff had signed to agree them; however these were dated as 2004, and we could not see that they had been reviewed since then. The service used the main hall of the school, and as such, staff and cleaners from the school regularly walked through the hall to reach other rooms. The national minimum standards state that the premises "are for the sole use of the facility during the hours of operation". The person in charge provided the date of the last annual gas safety check and we saw up to date PAT testing had been undertaken as part of the school's maintenance programme. Fire drills were practised every six to eight weeks, and recorded. Staff followed an effective procedure at the end of the session to ensure that children left the premises in a safe and managed way to a parent or other person with prior authority to collect on their behalf. The person in charge kept records of visitors to the service and visitors were also asked to sign in at the school reception. The person in charge had produced a traffic management policy regarding the cars that were in the car park, to further ensure children were safe when playing outside.

The person in charge ensure that the environment is relatively safe.

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

The person in charge had a suitable environment for play and learning in the indoors and outdoors. There was ample space and facilities for the needs of the children.

The person in charge had provided designated areas for children's learning in the indoors, such as an area for children to do arts and crafts and a selection of toys on a section of the floor. The outdoor play gave children opportunities to play outside with a hill in one play area which the children called 'Telitubbie Hill' and to explore in a small wooded area. The person in charge provided an environment, which encouraged children's independence because children could move around freely, and toilets and hand wash basins were a suitable size. The toys and equipment were stored in a cupboard which the children could not access; however they were able to request

what they wanted to play with, and staff obliged. There are plans in place for the purchase of a settee for children to sit and relax on.

Leaders provide a suitable environment.

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

Children have access to good quality toys, resources and equipment.

The resources and the equipment were all of good quality and condition. The person in charge had the use of the school's canteen table and chairs, which were suitable for the children to utilise for arts, crafts and activities and to eat their snack on. A good range of stimulating resources were available which catered for differing tastes, interests and abilities. This included action figures, swing ball, cars and car mat, cog wheels, dolls and accessories and art and craft materials.

Leaders provide good quality resources and equipment for the children to use.

## **4. Leadership and Management**

### **Summary**

The person in charge works well with the other staff to provide an effective service. The person in charge has good working partnerships with parents. However, improvements are needed in this area.

### **Our findings**

#### **4.1 How effective is leadership?**

In the main, the service is run smoothly and with some regard to the regulations and national minimum standards.

The service had a clear and informative statement of purpose which was a fairly accurate reflection of the service that they provided, however it stated that the times of operation were until 5:45pm, however the children's contracts stated 5:30pm. The service was a very positive work-environment; all staff we spoke to said that were happy working at the service, and said that they felt well supported by the person in charge. Public liability insurance was in place. The person in charge had attended Prevent Duty training, however the other staff were not aware of the process to follow if they had a concern about a child or parent being radicalised. There were contracts in place for each child, however some had not been signed or dated and the child's language was not included. The child protection policy, whilst detailing clear procedures, did not outline the procedure to follow if an allegation was made about the leader of the service. Policies and procedures were not dated and therefore we could not see when they were last reviewed, and the complaints policy stated 28 days for local resolution; however the regulations state 14 days.

Leadership at this service is adequate.

#### **4.2 How effective is self evaluation and planning for improvement?**

The person in charge has embedded self evaluation in the service's day-to-day practice. They have a good system in place for seeking others' views in order to plan for improvement.

The person in charge had completed a quality of care review and report and had sought the views of parents and children using the service. She had evaluated the information and had taken action. For example three children stated that they remained hungry following snack and a more fulfilling snack was offered such as cereal bars, and milk shake strawberry as well as fruit. The questionnaires for children were devised including pictorial communication for children whom may have difficulty reading words e.g. smiley faces and sad faces for "what I like" and "what I don't like" in Baglan Buddies. Parents/carers had the opportunity to state positive/negative comments on how they feel about their child's development, flexibility and value of the service and the communication with staff. All parents responses were positive.

Overall, leaders create a strong culture of self-evaluation and improvement.

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

The person in charge ensures that there are sufficient qualified staff looking after the children. However, the recruitment of staff is not robust.

The person in charge had confirmed that she held regular team meetings with staff, and supervisions and appraisals were recorded. Staff files were incomplete, there were no work histories, only one reference on each file, instead of the required two, and no Disclosure and Barring Service (DBS) checks. This was also a requirement at the last inspection. The person in charge's DBS had also expired some time ago. We checked a sample of attendance records for staff and children and found that staffing ratios were often exceeded, thus children received very attentive care, however not all children were signed out by parents. Two staff were currently undertaking a Diploma Level 3 in Playwork.

Management of staff and other resources is not effective.

#### **4.4 How effective are partnerships?**

The person in charge has a good relationship with parents of children using the service. She maintains communication and professional relationships with other organisations to meet the needs of the children and they have strong links to the school where the service is sited.

The person in charge kept parents informed of their child's day by providing them with verbal feedback at the end of the session, and through a Facebook page. We checked a sample of children's records and found that consent for specific aspects of the children's care, such as the taking of photographs, the use of plasters and emergency medical treatment was in place. Parents had been given detailed information about General Data Protection Regulation (GDPR) regulations, and had signed the form. Most of the children attended the school, and therefore the links with the school were in-house. We spoke to three parents who were very happy with the service.

Partnerships with parents and other agencies are good.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

- Staff files were incomplete, they did not all contain two references, full work history and a CV.

### **5.2 Recommendations for improvement**

We recommended that the person in charge:

- Allows children to be more independent at snack time;
- provides appropriate cups for older children;
- adds information to the children's allergy forms regarding signs, symptoms and action to take if an allergic reaction takes place;
- considers health eating in line with the services statement of purpose;
- reviews and updates the risk assessments;
- adds to the safeguarding policy the action the service would take if there was an allegation against her;
- adds to the safeguarding policy the information regarding Prevent Duty, and make staff aware of the process to take if they have concerns;
- changes the name on her policies of the regulatory body from CSSIW to CIW, when they are next reviewed and date them;
- ensures all children's contracts are signed and dated, and their language included;
- discuss with the head teacher of the school how the flow of people through the hall can be minimised whilst the service is operating;
- changes the complaints policy to state 14 days for local resolution and;
- audit staff files to ensure all the required information is available.

## 6. How we undertook this inspection

The inspection took place just under four hours on 12 July 2018. This was an inspection as part of the planned schedule.

- One inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service;
- we held conversations with three parents of children attending the service and questionnaires were provided for other parents to fill out and send to us, if they so wished;
- we spoke to staff members working for the service, including the person in charge;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, the service's statement of purpose;
- we performed a visual inspection of the areas used by the service and
- we gave feedback over the telephone on 13 July 2018.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Denise Richards
Registered maximum number of places	40
Age range of children	3 – 14 years
Opening hours	3:15pm – 5:45pm Monday to Thursday, term time only, however some holiday provision is provided on occasion.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 May 2015
Dates of this inspection visit	12 July 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. This is because the service is situated in a primarily English speaking area. Basic Welsh and signage is used. 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:	