



Childcare Inspection Report on

Llangollen Out of School Club

(Formerly Ysgol Bryn Collen Out of School Club)

**Ysgol Bryn Collen
Llangollen
LL20 8AR**



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Description of the service

Llangollen Out of School Club is situated in an upstairs classroom which forms part of Ysgol Bryn Collen and Ysgol Gwernant. There is a small kitchen area and toilets. The service has use of a large field and hard surfaced yard which is shared with both schools. The service is registered to care for up to 48 children at any one time and is available for children aged between 3 and 11 years old. It is open from 3:00 pm to 6:00pm Monday to Friday during school term time. The registered person is Rhian Williams and she shares the person in charge role with Rebecca Tobin. The main language of the service is English and the service does not implement the Welsh language Active Offer.

Summary of our findings

1. Overall assessment

Children are content and enjoy their time at the service. They are confident to express their views and make decisions as they know their choices are respected. Staff know the children well and are responsive to their needs. Leaders ensure children have access to safe and suitable indoor and outdoor spaces where they can play. Leaders ensure policies and procedures are in place and are reviewed. Management of the service is appropriate and leaders seek feedback and take parents' and children's views into account when purchasing resources and planning activities.

2. Improvements

Since the last inspection;

The service is better organised and provides a healthy snack for the children. Registers now contain the full names of both staff and children. A new accident form is in place which includes a figure outline to show the exact site of the injury. Staff are aware of the need to complete an incident form as well as an accident form where two children are involved. Snack is put in the middle of the table and children help to cut the fruit and give out plates. The service has purchased small jugs so children can pour their own water giving them more choice and independence. A new intercom system has been bought so parents can speak to staff when they come to collect their children when the door is locked, keeping children safe. There is now a record of actual food served rather than a snack menu. The statement of purpose has been revised. At the time of the inspection leaders were reviewing the policies and procedures. New contracts have been introduced for parents which include culture and language at home and doctors information and immunisations as well as emergency medical permission. New equipment has been purchased to give the children more variety and to develop different skills.

3. Requirements and recommendations

Two recommendations have been made in leadership and management regarding the use of 'walkie talkies' and recording meetings and one in environment to develop evacuation procedures.

1. Well-being

Summary

Children are happy and settled. Many children expressed disappointment when their parents came to collect them as they wanted to stay longer. Children feel comfortable expressing their views and are confident activities they ask for will be provided. Children feel safe and valued and they have good relationships with the staff. Children from both schools share, take turns and interact exceptionally well with each other. They enjoy their play and learning and become independent.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and are listened to.

Children were able to make choices about what they wanted to do, for example they decided they wanted to play outside or go down to the shared school hall to play games. They moved freely between activities as they wished and were happy to ask for other resources to be provided. All communication with the staff was valued and we saw children were confident they would be listened to. Children were able to select activities they enjoyed and the staff explained how children were able to influence planning by choosing activities.

Children are able to express themselves well.

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

Children are settled and content

Children were settled and clearly felt comfortable with the staff. They were familiar with the activities available and the daily routine. Samples of children's work were displayed, giving them a sense of belonging. Children had formed bonds of affection with staff and each other as we saw them laughing and joking together whilst playing. They were happy in each others company and were eager to talk about what they were doing. Children were aware of who to talk to if they needed help and we saw they sought staff for help with activities inviting them to join in. For example with the parachute game. We observed children who were happy playing with their friends and doing things they enjoyed.

Children are valued and they have formed good relationships with the staff.

1.3 How well do children interact?

Children share, take turns and interact well together making up games.

Children were keen to play with their friends and to involve them in their activities. We saw them working together to create Halloween craft, make up imaginary games with dressing up clothes, or just sitting chatting discussing the cars and blocks. It was very pleasing to see the exceptional way children from both schools got on well together, happy to share their resources and able to take turns with equipment such as the glue sticks.

Children interact exceptionally well and are forming attachments with each other.

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

Children take part in activities they enjoy.

Children were interested in the activities both indoors and outside choosing where they wanted to play. A smaller group of children had chosen to come inside as it had started to rain outside to colour and build with construction. A few children decided they wanted to dress up. All children were very busy, however a few took time to tell us about the things they enjoyed doing such as going to play outside with their friends.

Children enjoy their play and learning.

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

Children have opportunities to gain independence skills and make decisions for themselves.

Children were encouraged to complete tasks independently. They were responsible for getting their own belongings when parents arrived and we saw many tidying up after themselves. We saw children had lots of opportunities to do things for themselves such as selecting art and craft materials. They were able to lead and direct their own play throughout. Before snack time children went to the bathroom and washed their hands with minimum reminders.

Children develop well and are able to do things for themselves.

2. Care and Development

Summary

Staff encourage healthy lifestyles by promoting physical activity and plenty of opportunities for outdoor play, Staff reflect good behaviour by being appropriate role models and setting boundaries which the children understand. Staff promote children's play learning and development well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe.

We entered through the school main entrance and signed in on showing our identification. As parents use a rear door to the school to gain entry to collect their children, staff were considering ways in which to make this safer. Since the inspection we have been informed there is a secure entry with intercom. Staff endeavour to promote healthy lifestyles by providing plenty of opportunities for outdoor play often at the children's request. Staff encouraged children to wash their hands before snack. Staff spoke of how they were aware of the importance of being physically active and provided plenty of opportunities for children to play outside in the fresh air or in the school hall. Staff had received child protection training, so were aware of the correct procedures to follow should they have a concern about a child. Sufficient staff had up to date Paediatric First Aid training so they knew what to do if a child had an accident. A new accident form, which includes a figure outline to show the exact site of the injury has been introduced. Staff are also aware of the need to complete an incident form as well as an accident form where two children are involved.

Staff promote healthy lifestyles.

2.2 How well do practitioners manage interactions?

Staff manage interactions well.

We saw staff had exceptionally positive relationships with the children and promoted good behaviour and appropriate language. Staff spoke to children in an affectionate manner and had good relationships with them. We heard plenty of laughter showing children were having fun and getting on well together. We saw no arguments or unwanted behaviour and staff were good role models. They gave lots of encouragement, good humour and praise for positive behaviour.

Staff use positive behaviour management strategies successfully.

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

Staff support children to take part in activities

Staff know the children well, and were responsive when children required support. Details of children's preferences and needs were sought prior to children starting at the service so staff could plan to meet their needs. They had a good understanding of what children enjoyed and were able to provide activities according to their interests. Children who needed help to complete tasks found staff on hand to help.

Staff promote children's play learning and development.

3. Environment

Summary

Leaders ensure the environment is clean and well maintained and suitable for the needs of the children. Hazards are identified and there are plans in place to minimise risks posed. There are plenty of resources and equipment which are of good quality.

Our findings

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

Leaders are keen to ensure children are cared for in a safe environment.

Children were signed in and out of the service. The outdoor area was shared with the school and was safe. A daily register was kept of which staff and children were in attendance so all staff and children could be accounted for in the event of an emergency. Records showed fire drills had taken place however one should be undertaken in the winter months when it is dark and one also in reverse when children are outside in order to get them safely inside again. This would ensure staff and children were familiar with how to evacuate and return to the building quickly and safely.

Leaders ensure the premises are safe.

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

Leaders ensure there is sufficient space for the children to play.

The base room was comfortable, clean and offered space for children to be able to move around. Leaders have ensured children had good access to different areas, such as the IT room, the library and the school hall. Toys and resources were easily accessible to children, promoting independence. Furniture was suitable for the needs of the children with tables and chairs at the right height to enjoy snack and table top activities such as construction bricks. Samples of the children's leaf printing were displayed allowing them to share their experiences with their parents when they came to collect them. Children had access to a designated area to store their coats and bags meaning they had independence. The school outdoor area also offered a good sized space for children to play.

Leaders ensure the environment is suitable for the needs of children.

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

Leaders ensure children have access to good quality resources and equipment.

Resources were well maintained and of good quality. There was a good selection of games, books, art and craft materials and toys for children to choose from.

Leaders ensure children have access to play resources suitable for their needs.

4. Leadership and Management

Summary

Leadership is appropriate and they are keen to ensure staff are aware of their responsibilities. Feedback is gathered and used to improve practice. Good partnerships have been formed and maintained with parents and the school.

Our findings

4.1 How effective is leadership?

Leaders ensure policies are in place and the aims and objectives of the service are clear.

Policies were in place for all aspects of the service and were currently being reviewed along with the statement of purpose to ensure all the information was up to date. Registers confirmed children's and staff attendance. Leaders had recently joined Clubiau Plant, a supporting body which has had a positive impact on the club. They have reviewed paperwork and documentation making sure all reflected the way in which the service was working.

Leaders are working to ensure the policies and procedures are up to date and accurately reflect the service.

4.2 How effective is self evaluation and planning for improvement?

Leaders seek feedback from staff, children and parents in order to improve their service.

Leaders had gathered feedback from parents, children and staff. Staff were able to discuss their views during meetings and parents and children were asked to give their views about the service. A quality of care review was being collated and the registered persons told us children were given the opportunity to contribute their views when purchasing new resources. As we identified shortcomings in the service such as recording snack and the full names of staff and children these were put right immediately showing a commitment to improvement.

Leaders are committed to improving their service.

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

Leaders ensure staff are aware of their responsibilities.

Staff we spoke with were familiar with the service's policies and procedures and supervised the children well. Staff files contained all the relevant information required including DBS. The staff worked together well and we saw how they understood their roles and responsibilities within the club. As the children have a good range of rooms for example the school hall, a library and IT room as well as their base room to use for their play and a large

area outdoors 'walkie talkies' should be introduced so staff are able to communicate quickly and easily with each other.

We were told brief meetings were held before the session to discuss any issues and we saw leaders were friendly and approachable. Brief bullet points of things discussed should be kept.

Leaders manage staff and resources well.

4.4 How effective are partnerships?

Leaders and staff have formed positive partnerships with parents and the school.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents. Children's contracts and registration details were being reviewed at the time of the inspection . Staff had positive relationships with parents and we saw how they shared information verbally at the end of each session. Leaders have good relationships with the school with whom they share the outdoor areas and resources.

Leaders ensure they work closely with parents for the benefit of the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- To undertake a fire drill in the winter months when it is dark and one also in reverse when children are outside in order to get them safely inside again in an emergency;
- to introduce 'walkie talkies' as the club uses a large outdoor area, the school hall, a library and IT room, so staff are able to communicate quickly and easily with each other; and.
- to briefly bullet point areas discussed during meetings.

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 the 11 October 2018 between 3.15pm and 5.30pm.

We:

- Inspected a sample of documentation and policies;
- Observed children being collected by parents and handover procedure;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the registered persons/ persons in charge, parents, children, staff members;
- looked at the areas used by children and resources on the day of our inspection; and
- gave detailed feedback to the registered persons.

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 Persons	Rhian Williams Rebecca Tobin
Person in charge	Rebecca Tobin Rhian Williams
Registered maximum number of places	48
Age range of children	3 to 12 years of age
Opening hours	Monday to Friday 3pm to 6pm term time.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 September 2015
Dates of this inspection visit(s)	11 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?	No
Additional Information:	