



# Childcare Inspection Report on

**Ewloe Green After School Club**

**Ewloe Green C.P. School  
Old Mold Road  
Ewloe  
CH5 3AU**



**Date Inspection Completed**

24/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Ewloe Green after school club provides care for children attending Ewloe Green CP School. The club operates from a number of rooms in the school and porta cabins on the grounds of the school. The registered person and person in charge is Carol Taylor. The service is open Monday to Friday 7:30 – 8:30 and 15:10 – 18:00 term time only. The service is registered to care for up to 70 children aged from 4 – 11 years. English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children have choices about issues relating to their care and experiences. They interact well with others and enjoy their play and learning. Staff are caring and responsive towards the children and their individual needs. Staff implement positive practices and plan suitable activities to support the children learn and develop. The environment is well maintained and provides suitable spaces for children to play and learn indoors and outside. Leaders ensure they provide good quality, suitable resources. Leaders manage their service well and they make sure policies and procedures reflect current practice. Staff are managed well and leaders self evaluate the service regularly. Positive partnerships are developed with parents to support the sharing of information.

### 2. Improvements

The service has continued to review resources and purchase new items when needed and staff have updated all relevant training and looked at the future training needs required to ensure they have required qualifications when changes are made to regulations, this is in relation to the play work course.

### 3. Requirements and recommendations

We made recommendations relating to dating risk assessments, information included on a few policies, the way views of others are considered as part of self evaluation and how some staff information is stored.

# 1. Well-being

**Good**

## **Summary**

Children express themselves confidently; knowing their ideas and views will be listened and responded to in a caring manner by staff. They feel safe and happy in the familiar environment where they enjoy the activities and experiences available to them. Children interact positively with each other and they learn to be well mannered and polite.

## **Our findings**

Children confidently made choices and decisions about how they spent their time at the service. They were eager to share their ideas, knowing they would be listened and responded to appropriately. Children moved freely between activities, accessing the available resources or requesting items that were stored elsewhere. For example, when children were going outside they were allowed to go in the garage and get out the items they wanted to play with. Children were consulted over some issues affecting the care and experiences provided. Their views were collected and considered as part of the self evaluation process and a children's committee was developed at the beginning of the school year, where they discussed resources they may need or want, ideas for snacks and activities they would like to take part in.

Children were confident to move around the environment and they were familiar with the routines, which resulted in them feeling safe and happy. They had developed positive relationships with staff who were familiar to them. Friendships had been formed between the children and they felt a sense of belonging and value as they knew their ideas and preferences were known and catered for by staff.

Children were consistently good and they played cooperatively together with very few issues. Groups of children were taking part in different activities, taking turns and sharing resources. For example, sharing a pushchair when they were pretending to be sisters taking a baby for a walk. Children were polite and needed very few reminders to be well mannered, independently saying please and thank you at appropriate times such as snack. For example, when a child wanted a member of staff's attention they said "excuse me". Children respected the property and resources provided. They used the resources appropriately and creatively to support their play and learning. They helped tidy up and put items away when they had finished with them.

Children were involved and engaged in an activity they enjoyed and which allowed them to follow their interests. For example, a group of children had access to pom poms and were using them as they made up a dance routine. Children had opportunities to develop their skills and be creative in their play. They happily used the resources to make up games and enhance their experiences, using skipping ropes to make barriers and mazes. Children we spoke to said they enjoyed attending the club and some children were reluctant to go home as they were having so much fun.

Children enjoyed the age appropriate resources and activities available, promoting their development. They developed their independence as they could freely access and use the resources and facilities. Some independence was promoted during snack time with children serving their own snack and older children being able to pour their own drinks.

## 2. Care and Development

Good

### Summary

Staff ensure children are safe and healthy through implementing effective policies and procedures. They promote positive interactions and manage behaviour well. Staff understand the different ages and stages of development of the children and provide suitable activities.

### Our findings

Staff were aware of the services policies and procedures and implemented them effectively. They had all received child protection training and were aware of the procedure to follow should they have concerns about a child. Staff promoted healthy lifestyles through the healthy snacks and opportunities they provided, including, ensuring children got regular physical exercise and fresh air. They made sure drinks were available, keeping the children hydrated. Staff implemented positive cleaning practices, keeping all areas clean and children were encouraged and supported to wash their hands. Staff kept registers of all the children attending and parents signed when their child was collected, which ensured everyone could be accounted for in the case of an emergency. Regular fire drills were conducted during after school club and holiday club, which ensured children were aware of the routine to follow. A suitable number of staff had relevant first aid training, giving them the knowledge to deal with minor accidents. Records showed accidents and incidents were recorded appropriately and signed by parents to show they had been shared.

Staff knew the children and their needs well. They provided sufficient and appropriate care and support, resulting in them managing behaviour effectively and consistently. Praise and words of encouragement were used to ensure children were fully aware of the expectations regarding behaviour and to celebrate achievements. Staff were involved in children's play at appropriate times. They were willing to join in with activities when invited by the children. For example, a member of staff was playing netball with a group of children. The staff member was teaching them the skills and rules of the game.

Staff provided suitable activities that promoted children's interests and helped them develop and learn. Although planning was basic it showed a range of interesting opportunities were organised for the children, taking into consideration their ages and stages of development. For example, cake making, bubble painting and a quiz. Staff were aware that children's interests and ideas changed and were willing to adapt the planning to accommodate this. For example, if the weather was nice children enjoyed playing on the field and having their snack outside. Staff supervised children appropriately, allowing them to take measured risks suitable for their ages. For example, allowing children to swing and climb on the apparatus.

### **3. Environment**

**Good**

#### **Summary**

The environment is safe and secure and leaders manage risks well. The rooms used by the children are welcoming and equipped with suitable resources and facilities. The outdoor areas are utilised well and they inspire children to explore their surroundings and be active.

#### **Our findings**

Leaders managed risks well and ensured all areas used by the children had been assessed. Risk assessments had been completed but there was no evidence available to show if, or when, they had been reviewed or updated. Entrance to the service was either through the main school building or directly into the porta cabin; both were secure with doors kept locked and visitors controlled to ensure there was no unauthorised access. Leaders ensured the environment was well maintained and a safe space where children could play and learn.

Leaders provided children with good indoor and outdoor areas to use. The variety of rooms available were suitable for the number of children attending. There was the option and space available for children to be grouped according to their age or play together depending on the activity and amount of children attending. The areas were utilised effectively so children had access to a range of opportunities indoors and outside. This included being able to access ICT equipment in the school's computer room and using the vast outdoor spaces. All areas used were welcoming and child centred, with the children being able to develop a sense of belonging and feeling safe as they were familiar with the spaces and there was some of their work on display.

Leaders had made sure children had access to a suitably broad amount of resources that were age appropriate and of a good quality. The storage facilities allowed children to develop some independence and helped to ensure items were kept clean and well maintained. For example, there was a large garage outside used to store equipment including bats, balls, bikes and other outdoor play equipment. The furniture that equipped the rooms was child sized and allowed children to be able to sit comfortably when taking part in table top and craft activities or when having snack.



## 4. Leadership and Management

Good

### Summary

Leaders manage their service well, ensuring nearly all paperwork is organised and policies and procedures reflect current practice. Self evaluation is effective and views of others are considered as part of the process. Leaders manage staff well and have developed positive relationships with parents.

### Our findings

Leaders were well organised and understood the service and care they offered well. This was shared effectively with others through an informative statement of purpose that included the required information parents needed to make a decision about the care their child received. Policies and procedures were reviewed regularly and reflected current practice. The majority contained the correct information. However, we noted that the contact number for Care Inspectorate Wales (CIW) was incorrect on some policies. Leaders understood their roles well and took advice from outside agencies to ensure they continued to meet regulations. For example, they had recently discussed with the Family Information Service the need for staff to have a play qualification. This resulted in a number of them being enrolled on a suitable course.

Leaders effectively used self evaluation to identify what had gone well and improvements needed. For example, it had been identified that more staff were needed to be recruited for the holiday club. This process allowed leaders to make this improvement in a timely manner. The views of children, staff and parents were collected and considered as part of the quality of care review. However, they did not ensure improvements could be identified.

Leaders have developed a good team of staff who work well together and understand their role within the service. Staff we spoke with said they were happy and felt supported by leaders. Staff files contained nearly all the required information needed and evidenced the robust recruitment process. All staff had up to date Enhanced Disclosure and Barring Service checks (DBS) and new staff had received an induction. We noted that some of the required information, namely references, were not kept in the staff files but stored elsewhere. Leaders conducted annual appraisals with staff and regular meetings were held throughout the year so information could be shared and training needs identified.

Leaders and staff developed positive relationships with parents. Information was shared effectively with parents in a number of ways. Time was given so staff could talk to parents when they collected their child, resulting in information being shared and parents being kept informed of what their child had been doing. Parents were welcomed and felt relaxed and comfortable to talk to staff. Parents received a welcome pack when they registered their child to attend. This contained information about the service and the core policies. The service had a page on the school's internet site. This contained documents, policies and

other information parents may need. The service had close links with the school as it was on the site and resources, facilities and the environment were shared.

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

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

None

### **5.2 Recommendations for improvement**

We made the following recommendations;

- to date when risk assessments have been looked at to evidence they have been reviewed;
- to ensure contact details for CIW are correct in all policies;
- to include staff references in their individual files so they are easily accessible, and
- to review the way the views gathered from parents and children are used as part of self assessment of the service.

## 6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections; One inspector visited the service on 24 June 2019 from 15:00 to 17:30.

We:

- inspected, risk assessments, policies and procedures, registers, two staff files and six children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, the registered person and staff;
- inspected areas used by the children, and
- gave feedback over the phone to the registered person on 26 June as agreed during the inspection.

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	Carol Taylor
Registered maximum number of places	70
Age range of children	4 – 11 years
Opening hours	7:30 – 8:30 & 15:10 – 18:00 Monday to Friday during term time. 8:00 – 18:00 Monday to Friday during school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 March 2016
Dates of this inspection visit(s)	24 June 2019
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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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