



# Childcare Inspection Report on

**Gwynedd C.P. Out of School Club**

**Gwynedd C.P. School  
Prince of Wales Avenue  
Flint  
CH6 5NF**



**Date Inspection Completed**

**30/04/2019**

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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

Gwynedd C.P. Out of School Club operates from within Gwynedd County Primary School in Flint. The registered person is Jeremy Griffiths and there are four persons in charge, Shelly Price, Nicola Gittins, Sophie Clarkson and Marie Davenport. Shelly Price takes the lead at the after school club and Nicola Gittins takes the lead at the holiday club. The service opens Monday to Friday from 15:10-17:30 term time and from 8:00- 17:30 in the school holidays, closing for bank holidays. The service is registered to care for a maximum of 40 children from aged three up to 12 years.

English is the main language of care with Welsh promoted. 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>	Adequate
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Children are happy, settled and enjoy attending the service. They are confident, interact well and take part in well-organised, engaging activities. Staff are good role models and create a positive ethos by valuing children's contributions. The environment is spacious, suitable for play and learning and children have access to shared facilities within the school. Leaders support one another, have worked hard to embed effective routines and have built very positive relationships with parents. Policies and procedures are followed but staff appraisal and some documentation is not managed effectively.

### 2. Improvements

Since the last inspection leaders have made many improvements including:

- the hall floor being refurbished;
- staff have promoted children's independence by ensuring they make their own snack, pour their own drinks and wash up after themselves;
- staff have purchased new craft and sports equipment;
- new planning grids have been introduced;
- staff and children evaluate activities and
- fortnightly children's meetings are held.

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

We made recommendations to further improve practice in relation to training needs, record keeping, and further developing the environment.

# 1. Well-being

Good

## Summary

Children are happy, motivated and enjoy attending the service. They know the routines, have good relationships with staff and express their interests confidently. Children interact well, co operate and are developing a range of skills.

## Our findings

Children were encouraged to express themselves during their time at the service. They helped set up the activities by bringing toys and resources out of the storage cupboard and their ideas were taken into account in activity planning. Children told us staff listened to their suggestions at weekly meetings and we saw all of their requests were listened to during the inspection. For example, children asked for extra drinks, second helpings of food, and when children asked for additional toys, this was permitted.

Children were relaxed with established routines in place, which provided a sense of security. Children calmly arrived at the service, put their belongings away, washed their hands and happily ate their snack. Children told us they were happy at the club and we saw they felt valued. We heard many one to one conversations where children had fun speaking to staff about their interests, what they were doing in their home life and what they wanted to be when they were older. This showed children had developed strong bonds of affection, enabling them to feel comfortable and relaxed.

Children played well together, co operating and sharing toys such as the spray paint and stencils. Groups of children played football together and we saw other children happily sharing the drawing and colouring resources. Children took care of toys and equipment and they were polite when talking to staff, us and each other. This showed children had learned to show respect towards property and people.

Children had positive attitudes towards the after school club and enjoyed their play and recreational activities. We saw them having fun bouncing on space hoppers, playing chase outside, and running up and down the sloped edge of the field. When the painting activity was brought out, children were highly motivated, they persevered for an appropriate amount of time to complete activities and they were often engrossed in their play. Parents told us their children liked the activities on offer and enjoyed attending.

Children had access to experiences which enabled them to play and be independent. We saw examples of children being encouraged to do things for themselves, such as, choosing games and following their own interests. They put their belongings away and tidied away resources and equipment. Children poured their own drinks from jugs and after snack time, they washed and dried the cups themselves. We saw the variety of activities on offer enabled children to develop a range of skills.



## **2. Care and Development**

**Good**

### **Summary**

Staff promote children's health, safety and well-being by following effective policies and procedures. Successful strategies are used to manage children's behaviour and staff are nurturing and provide engaging play/recreational activities, which reflect children's interests.

### **Our findings**

Staff kept children healthy and safe. They supervised children well by following the appropriate staff and child ratios. Registers were completed accurately with children's arrival and departure time noted, which ensured all children could be accounted for. We recommended staff names were also added to the register. Staff understood the service's safeguarding policy and told us who they would notify should there be a concern about a child. Leaders told us staff had received child protection training but not all staff certificates were available for us to see. Appropriate hygiene practices were followed, including staff encouraging children to wash their hands before eating. Food offered was noted down and we saw it was consistently healthy and nutritious. We recommended staff made a note of individual fruit offered rather than just writing 'fruit'. This would enable staff to track back in the event of any allergies or intolerances. Staff had attended food safety training and were due to renew this in June 2019.

Staff treated children with respect and were good role models. They were warm and caring in their approach and showed genuine interest when children talked about Easter and their home activities. Staff put children's well-being first, listened to and respected their views which created an ethos of open discussion, where staff clearly valued child participation. Staff worked with children to ensure they understood the club rules and staff held regular safety meetings to ensure children knew what was expected of them and to ensure they carried out activities safely. We saw staff handled situations with care and sensitivity, encouraging positive behaviour in line with their policy.

Activity planning had activities linked to themes such as Easter and all planning contained a section called 'Children's Ideas' where staff ensured games and resources were what children had asked for the previous week. Leaders had also created large scrapbooks, which contained a wealth of photographs and examples of children's work including cupcake making, preparing their own snack, Halloween cards, Catherine wheels and outdoor play. This showed staff promoted learning by planning a good variety of play, recreational and leisure opportunities.



### **3. Environment**

**Adequate**

#### **Summary**

Children are cared for in a safe, secure and welcoming environment. Toys enable children to follow their own interests and outdoor play is given a high priority. Resources and equipment are clean, age appropriate and of suitable quality.

#### **Our findings**

Staff provided a safe, welcoming environment for children. The premises were secure with visitors signing in a book on arrival and parents/carers ringing a bell at the club entrance, which prevented unauthorised access. The outdoor area was surrounded by fencing and staff ensured children did not go out of the gates by reinforcing the club rules and supervising the children well. Written risk assessments were followed with potential hazards being reduced or eliminated which ensured the environment was safe for children. Records showed fire drills were carried out at appropriate intervals ensuring staff and children understood the procedure should there be an emergency.

The environment was suitable for children, with the service running from a school hall, offering plenty of space. Toilets were located nearby and the service's toys and resources were kept in a cupboard in the hall. There were appropriate sized tables and seating for table top activities and for eating. Staff had promoted a sense of belonging by creating an area near the entrance to the club, where children could put their coats and belongings. There were also wall displays in this area, a suggestion box and information for parents. We recommended developing the hall space further by including an area with mats and cushions for resting and quiet activities. Outside, there was a large playground and field with picnic tables. Children also had access to an adventure play area with role-play house, balancing wooden beams and a bridge. Children played outside on the day and they confirmed they used the outdoors regularly.

Staff ensured children had access to a range of toys and equipment that were appropriate and suitable for their needs. Staff encouraged children to help themselves from the cupboard and set up their own resources. Resources stimulated and encouraged children to follow their own interests and equipment was kept safe, clean and in a satisfactory condition.

## **4. Leadership and Management**

**Adequate**

### **Summary**

Leaders are experienced, work hard and support each other. Self evaluation is effective and positive relationships have been developed with parents. However, staff appraisals and some paperwork is not managed effectively.

### **Our findings**

Leaders were experienced and worked hard to ensure the service had clear aims and policies focused on children's needs. Staff worked well together, supporting one another and sharing responsibilities. Policies were understood and followed and leaders created a positive ethos where children and staff felt valued. Some paperwork was organised and well maintained but others were not, including the statement of purpose which needed updating. Following the inspection and before the report was written, the statement of purpose was amended and sent to us.

Leaders were reflective and evaluated the service effectively. Parents' and children's views were included in the annual quality of care report and leaders had identified priorities for improvement. Leaders evaluated some of the planned activities and encouraged the children to contribute to this by asking them to rate activities with a traffic light system. An evaluation form was being completed whilst we were there, due to a leader identifying an activity that could be improved the following day. We also found leaders took on board constructive criticism from us and started to immediately address issues raised.

We looked at children's registration records and found these were well maintained and included all required information. However, files we inspected showed inconsistencies in staff supervision and appraisals, with one leader not having had an appraisal for some time. Some staff had other documents missing, including employment contracts, induction documents, employment history and references. Since inspection and before the report was written, the person in charge provided evidence to show staff files were now complete. Staff supervision and appraisal documentation was also sent to us showing these were now up to date.

Leaders had developed positive links with partners in the community. They worked closely with the school and often attended training through them. Leaders kept parents well informed about the service by sharing information at pick up time, on the club notice board, via emails and through the club's social media page. Parents we spoke to were happy with the service and told us their child 'absolutely loves the club' and 'asks to go when she isn't due to go'. Questionnaires sent out by the service were also complimentary, including comments such as staff are 'very kind, caring and approachable' and staff are 'very friendly and professional'. It was clear trusting relationships had been developed between staff and parents over a long period of time, as many staff had worked at the service for several

years. Leaders also made use of the local area by taking the holiday club children on outings to the park, cinema and walks.

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

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

None

### **5.2 Recommendations for improvement**

We recommended:

- leaders arrange safeguarding training for staff who have not attended;
- staff sign the register, including their time of arrival and departure;
- further developing the hall space to include an area for resting and quiet activities and
- staff keep a record of the specific fruit offered to children and ensure this is dated.

## **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 from 15:10- 18:00 on Tuesday 30 April 2019.

We:

- used the Sofi2 tool to observe practice and the care being provided by staff;
- spoke to the children, staff and two parents;
- read a sample of parent questionnaire comments;
- spoke to the person in charge, and
- looked at a wide range of records including the statement of purpose, policies, procedures, staff files and children's records.

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	Jeremy Griffiths
Person in charge	Sophie Clarkson Marie Davenport Nicola Gittins Shelley Price
Registered maximum number of places	40
Age range of children	3-12 years
Opening hours	Monday to Friday 15:10-17:30 term time, and 8:00- 17:30 school holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 March 2016
Dates of this inspection visit(s)	30 April 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 service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the 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:	

Date Published 20 June 2019