



Childcare Inspection Report on

St Winefrides Primary School Out of School Club

St Winefrides Primary School
Whitford Street
Holywell
CH8 7NJ



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Description of the service

St Winefrides after school club is registered to provide out of school care for a maximum of 30 children at St Winefrides School in Holywell. The service provides care to children aged three to twelve years between the hours of 3.20pm and 5.30pm on Monday to Friday during term time. The registered person and person in charge is Maddalena Keogh. The club promotes the use of the Welsh language using basic Welsh with the children, but does not provide the “Active Offer” in relation to the Welsh language.

Summary of our findings

1. Overall assessment

Children are happy to attend the club. They enjoy playing with their friends and making new friends. Care is provided in a safe and stimulating environment with a strong emphasis on outdoor play. The staff work with the children to make sure that out of school care is fun. Leaders have good partnerships with the school and parents and make sure policies and procedures are in place to support the care provided.

2. Improvements

The club uses the “School Coms” system, which is a computerised system to book children onto a register sheet. This is printed off and used in the club to register children and for parents to book them out.

3. Requirements and recommendations

We found that the service did not meet legal requirements in relation to the supervision of staff and staff files, but found that these did not affect the care of the children; therefore we have brought these to the attention of the registered person and said they must address them.

We also made some recommendations in relation to recording accidents and to children’s dignity and hygiene in the toilets.

1. Well-being

Summary

The views of children are at the heart of planning and the provision of activities. Children are happy and are able to express their feelings. Children play well together and are inclusive of all ages. They enjoyed the toys and activities provided and are able to learn from some.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to make choices and are listened to

A meeting is held at the beginning of the week with the children present following registration. The meeting is used to talk to the children about the activities they enjoyed the previous week and they are asked what they would like to do in the week ahead. Every child is included in the discussion and the information is recorded. The information gathered is recorded on a timetable to ensure all of the children's suggestions are included in the planned activities for the week.

Children are fully involved in planning and choosing activities and are encouraged to make their views known.

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

Children are happy to attend the club and enjoy playing with friends.

We spoke to some children who said they enjoyed coming to club and were happy to be there. Children are taught to use thumbs to show how they are feeling with two thumbs up showing they are very happy. We saw staff use this with the children throughout the session and it allowed all children including those who are very shy to demonstrate how they were feeling.

Children have completed questionnaires and all stated they are happy to be at club and enjoy spending time with friends.

Most children are content and express enjoyment

1.3 How well do children interact?

Children interact in a positive manner with their peers and adults.

Children interacted well with staff, in particular during the meeting. They were courteous to one another allowing time for individuals to have their say. Children of different ages played together and we were told older children are paired with younger children so they can help them with the larger numbers when they play bingo and this has worked well.

The staff spent a lot of time talking to the children either as part of the meeting or in general conversation. Listening to children helps them to feel valued.

Children who have been heard using good manners or being respectful and kind to others have their names put into a box. One name is pulled out of the box each month and receives a prize.

Children interact well with others and are rewarded for good manners and behaviour.

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

Children enjoy a wide range of play activities.

Children were able to have some of the toys and activities they had chosen at the meeting earlier. This included a chess set, using the home corner and colouring. Two children who had requested a dvd, were able to watch for a short while. We talked to some children who said they enjoyed being outside and some children had requested this as an activity at the meeting. We saw a selection of timetables from previous weeks. These showed children have a good selection of toys which included games in the school hall, walks in the grounds, bingo and puzzles. At the meeting, children said they had enjoyed playing bingo, musical mats and chess last week.

Children benefit from the experiences offered, and take part in activities with interest.

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

Children are offered opportunities to develop their independence.

We saw children were confident in their surroundings and were familiar with the areas where the toys were stored. Older children were able to collect resources from other areas of the school with the minimum of supervision. We saw some children watching others playing chess and learning about the game in this way. Younger children are helped to play bingo by being paired with an older child.

We saw children volunteer to tidy some of the toys away and were praised for doing so.

Taking responsibility for tidying away is an important skill.

The toilets are situated directly off the room, allowing children to access them independently.

Children learn and develop a wide range of skills.

2. Care and Development

Summary

Staff have the knowledge, policies and training to keep children safe and healthy. They act as good role models for children's behaviour and create a relaxed atmosphere where individual development is promoted. Staff provide a range of opportunities to encourage physical play and promote other aspects of learning.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have undergone the training necessary and are competent in keeping children safe and healthy. They should follow appropriate procedures in response to accidents.

The policies and procedures are displayed on the noticeboard within the room for parents to take down and view. The policies include safeguarding and staff complete regular training in this subject. They are familiar with the process should an incident occur. We saw staff request an ice pack for a child who had caught the side of their head on a coat hook. The parent was informed when they collected the child, but the accident was not recorded in the accident book. There was no record of any accident since 2016.

The school is part of the healthy schools initiative and the club provides healthy snacks as part of this initiative. The snack provided each day is recorded on the timetable and mainly consists of fresh fruit, crackers, breadsticks or rice cakes with milk or water to drink.

Practitioners understand and have an effective range of policies which are mostly implemented to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff encourage good behaviour and promote a relaxed atmosphere.

We saw staff were quick to stop children making inappropriate comments and children were informed it wasn't what was expected of them. Staff demonstrated good manners towards the children and were courteous in their responses. Staff informed children in advance of any changes occurring during the session, such as snack time and they were told about the snack for the following day. Keeping children informed helps to relieve any anxieties about change, in particular for children who are new to the club.

Staff apply effective procedures to promote good behaviour and manage challenging behaviour consistently.

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

Staff provide nurturing and responsive care.

We saw from past timetables, children are offered a wide range of activities. We were told and saw from the timetables during the summer months, children spent a lot of time out of

doors. Foam mats were taken out to allow children to have construction and other toys out in addition to physical activities. The opportunity for fresh air and exercise improves children's wellbeing.

We were told staff assist the children to put on a show in the summer term and at Christmas. This is an opportunity for all children to take part and demonstrate any skills they may have. Nothing is scripted and the children are free to choose what they wish to do. This can be anything from skipping to music or singing and dancing.

Staff offer a varied programme based upon children's choice to promote confidence and self esteem.

3. Environment

Summary

The premises are safe, clean. The room used by the club within the school is spacious and well maintained. The room is well equipped, but the furniture and equipment belongs to the playgroup and is more suited to the younger children.

Our findings

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

The premises are safe and secure for children.

The premises are well maintained and any repairs are reported to the school caretaker. All areas used by the club have been and continue to be assessed for risk and are considered to be safe for children to use. Fire drills are practised regularly so children are familiar with the process and details of the drill are recorded in a book.

The door of the school is locked and parents gain access by ringing a bell. They are collected from the main entrance and escorted to the club room. Parents sign their child out of the club. Staff attendance details are recorded on the weekly timetable. We signed a visitor's book next to the school entrance.

Leaders are effective in making sure the environment is safe.

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

Leaders provide sufficient space and facilities to meet the needs of the children.

We found the building to be light and well maintained with an area for hanging coats, toilets, storage and kitchen facilities all available. The room contained tables and chairs for children to engage in group games and craft activities and some comfortable seating for watching TV and reading. Toys for the club have to be stored in the school hall and a classroom away from the club and means children cannot have free choice without staff or older children collecting the particular toy/game. The toilets are designed for young children with small partitions. We found no toilet roll holders and one toilet roll placed on the radiator in the room. Children have to take the toilet roll in with them and would have to place it on the floor. This does not assist in good infection control and is not an hygienic method of keeping toilet paper in a toilet. Paper towels are provided, but no holder is available within the toilet and children have to collect them on their way out of the toilet.

Leaders provide a welcoming and well organised environment for children to play. The lack of toilet roll holders and paper towels in the toilet area should be addressed.

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

Children benefit from good quality resources, equipment.

The L shaped classroom and additional quiet area are used during the school day by the playgroup and the good quality wooden tables and chairs are more suited to the younger children attending rather than older children. There are toys stored in the room and a well equipped role play area, but these belong to the playgroup. The after school club toys have to be collected from two different places, namely the school hall and another school classroom. The toys are in good condition. There is a good range of construction toys to suit all ages, a good deal of craft resources and some board games. The club has access to school equipment for outdoor play including trikes and balls. We were told the club has not purchased any new equipment this year.

Leaders ensure children have access to a good range of toys and resources suitable for all ages.

4. Leadership and Management

Summary

The service is managed by an experienced and well qualified person who is committed to providing good quality care for children. There is a positive ethos where children and staff feel valued. The quality of care review demonstrates good reflective practice and the commitment to continue to improve. Recruitment processes should be improved to meet the Regulations. There are good partnerships with the school and parents.

Our findings

4.1 How effective is leadership?

Leaders have an understanding of what needs to be in place to effectively run the service, but need to make sure the recruitment process meets the requirements of the Regulations.

We found the club has a statement of purpose, which has been reviewed and provides relevant information. We looked at the childrens' records, which meet the Regulations. A register of children and staff is maintained each day. We saw that staff files were not well organised and did not contain all of the information legally required. Files for new staff need to contain all of the required information, including staff photos, references and a full employment record.

Leaders should meet all regulations in relation to staff recruitment.

4.2 How effective is self evaluation and planning for improvement?

Leaders actively review their service, taking into account the views of parents and children.

We found the SASS (self assessment of service document) had been completed and sent in to CSSIW. The quality of care review which forms part of this document had been completed to provide a good account of the service, including details of how the service will be improved. Staff intended to increase the amount of physical activity and this was certainly the case during the summer months, but needs to continue during the winter. The issue about storage is an area which the staff would like to improve, but this is an ongoing issue. We saw questionnaires completed by parents and children, which provided information included within the quality of care review.

The annual quality of care review report clearly shows who has contributed to the review, any issues raised and how improvements will be made.

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

Leaders ensure that the service is correctly staffed with persons who are experienced and qualified.

We saw records of staff DBS (disclosure and barring service) forms which showed DBS forms have been updated every 3 years as required. There are sufficient staff to meet the staff:child ratios and to provide cover for absences. The person in charge has recently

completed a level 5 qualification in child learning and development and is qualified in playwork. Other staff have child care qualifications. We saw records of one member of staff receiving supervision regularly until February 2018. We were told annual appraisals for staff have been completed, but we were not shown evidence of these.

Staff packed away the resources at the end of each day as the room and outdoor area are used by others during the school day. This was managed well and effectively and there were sufficient activities and resources available.

Leaders should ensure the recruitment and supervision system is appropriate to meet the Regulations.

4.4 How effective are partnerships?

Leaders have good partnerships with the school and parents.

We saw there is a good relationship between the club and the school. Parents who had completed questionnaires as part of the quality of care review had all stated they were happy with the club and the way it was run. Some had requested a holiday club, but the registered person has stated the club is not able to provide this at present. The school is keen to offer a service which extends the school day for pupils to assist parents who are working.

Leaders have positive relationships with the school and parents to enhance the work of the club and promote good outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

We informed the registered person the service was not compliant with the following regulations;

Regulation 29 (3) (a) The child minding and Day Care (Wales) Regulations 2010

The registered person must ensure that all employees who look after relevant children receive appropriate training supervision and appraisal

Regulation 28 The child minding and Day Care (Wales) Regulations 2010 staff files for any new staff should include all of the required information as specified under part 1 of scheduled 2

We did not issue non compliance notices on this occasion as we did not find evidence these had an impact on the well- being of children. We told the registered persons that these matters should be addressed.

5.3 Recommendations for improvement

We recommended that:

- Staff files should be better organised so that information is easily accessible and in date order;
- all accidents should be recorded; and
- toilet roll holders should be provided to reduce the risk of infection.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We visited from 3.10 to 6.00pm on 17 September 2018.

- We observed the children and the care they received.
- We spoke to the registered person;
- we spoke to the children present;
- we spoke to the person in charge and staff and
- we looked at a wide range of records. We focused on the policies, procedures, registers and children's records.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Maddalena Keogh
Registered maximum number of places	30
Age range of children	3 to 12 years
Opening hours	3.20 to 5.20pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 November 2015
Dates of this inspection visit(s)	17 September 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:	