



**Childcare Inspection Report on  
Sandycroft C.P Out of School Club (Jigsaw Club)**

**Leaches Lane  
Mancot  
CH5 2EH**



**Date Inspection Completed**

**10/04/2019**

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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

Sandycroft C.P. afterschool club (Jigsaw Club) is registered to care for 40 children under 12 years. The registered persons are Lesley Hadaway and Kirstie Chester, both are also the persons in charge. The service is open Monday to Friday during term time. The language of the service is English with basic Welsh used as a second language. This is a service that does not provide an 'Active Offer' of the Welsh language.

## Summary

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

### 1. Overall assessment

This is a service with happy, stimulated and active children. They really enjoy the activities and express themselves confidently. Familiar, dedicated, caring and professional practitioners, provide for the children and meet their needs. A varied programme of activities is planned for the benefit of the children alongside facilitating child led play in a suitably resourced environment. The environment is safe and there are ample good quality resources, both indoors and outdoors. The leadership is effective with an ethos of self-evaluation. Practitioners are supported by one another and the registered persons, all benefit from the involvement of the head teacher and close partnerships established with parents.

### 2. Improvements

Since the previous inspection leaders have combined the infant and junior clubs. Occasionally, when numbers are at a maximum during winter months, the Flying Start classroom is used for the younger children only. Since this inspection leaders have updated accident and incident forms so they not only contain areas for written details, but are now backed up with the marking of cross on an image of a body outline.

### 3. Requirements and recommendations

Requirements made at the previous inspection in relation to monitoring and reviewing the service have been met.

We recommended the statement of purpose, independence at snack times, the availability of multicultural resources and promotion of recycling be reviewed.

## 1. Well-being

Good

### Summary

Children's well-being and independence is promoted as they have a strong voice and can move around freely choosing activities for themselves. They are very happy and interact enthusiastically with practitioners and children they know well. Children feel safe and are used to daily routines. They cooperate, share and are respectful towards others. Children enjoy their play and learning and are encouraged and supported to do things for themselves, however more independence could be encouraged at snack time.

### Our findings

Children expressed themselves confidently and made appropriate choices and decisions. They chose their own snacks from a wide selection and explored their environment freely. Children chose to play and eat their snack outdoors. Children were confident to communicate because they knew they would be listened to. For example they asked "are we allowed to chalk?" the response given was "of course you are". Children told us they were involved in deciding which structured activities were planned such as baking, sewing and sports tournaments. They confirmed they made decisions about what resources should be bought and suggested whilst we were there that the Dragon Sports team be contacted to attend the club this summer, their request was positively acknowledged.

Children were very happy, were spoken to kindly and had settled well. They were confident communicators as their wants, moods and needs were considered and opinions and interests valued. We saw a child who had been accidentally hurt by another seek reassurance from practitioners. The child received a good response which included some comfort and an apology from the other child, which also evidenced children were beginning to express empathy and a sensitivity to the needs of others. We saw well established bonds of affection with practitioners as humour, jokes and laughter were used to create a good rapport and atmosphere throughout the session. Many children told us they "enjoyed being at the club" and gave examples of what they liked doing best.

Children respected the equipment being used and helped to put it away. They were polite to those caring for them and were learning to co-operate with each other and to negotiate. Children were guided by the practitioners and understood and followed the club rules which they had helped to create.

Children were motivated, positively occupied and enthusiastic in their physical play and following their own interests. They had a good variety of experiences including freely chosen, unstructured and self-directed play which enabled them to gain a good range of skills. We saw them chalking, skipping, using balancing equipment, relaxing and colouring. Several children concentrated for an appropriate period as they competed competitively in a tennis tournament.

## **2. Care and Development**

**Excellent**

### **Summary**

Practitioners are extremely caring, nurturing, dynamic and consistently responsive to children's needs. They confidently safeguard children by adhering to well thought out policies and procedures and by updating their training. They manage interactions consistently and successfully, using positive strategies and being excellent role models. Interesting adult and child led, age appropriate activities, which excite the children are provided to promote children's all round learning and development. Practitioners meet children's individual needs because they know the children and their families exceptionally well.

### **Our findings**

Confident and capable practitioners cared for the children and met their needs. They supervised children well and operated a robust booking in system, ensuring child to adult ratios were consistently met. They understood and fully implemented policies and procedures for the service. For example in relation to behaviour management, meeting the needs of children with additional learning needs, healthy eating and the importance of exercise. Safeguarding procedures were discussed with two practitioners who were confident to contact the relevant agencies should a concern arise and confirmed "in house training" was attended with school staff and overseen by the head teacher. Registers were completed accurately and taken outdoors to ensure children could be accounted for at all times. Parents were asked to sign children out of the service and a record of practitioners present and caring for children maintained at all times. Fire drills were practiced regularly in conjunction with the school and as a separate entity. Discussion with the practitioners assured us children would be safely evacuated in an emergency.

Children's health was promoted in a number of ways. All areas were clean and tables were wiped using anti-bacterial spray. A nutritious snack of fruit, vegetables, dips and breadsticks was provided with water or milk to drink. All practitioners had current paediatric First Aid, a few had First Aid at Work qualifications. Accident forms showed events were dealt with appropriately and we saw parents were informed, and signed records. We recommended accident and incident forms were updated with a diagram, this was promptly addressed. Practitioners gave examples of how they promoted children's personal care and safety and made themselves available to discuss such topics, for example 'stranger danger'.

Practitioners applied agreed procedures with the school to promote positive interactions. Caring practitioners engaged with the children extremely well, for example when playing tennis and when ensuring all children had a chance to sit in the spinning top. They were good role models, showing patience, and being fair and polite at all times.

Practitioners were exceptionally caring, nurturing and consistently responsive to children's needs. For example, if a child needed help to chalk or clean themselves up afterwards. We observed practitioners continuously interacting with the children, creating a warm relaxed atmosphere and helping them to fully engage with activities. Practitioners were confident and relaxed, having the qualifications, experience, skills and professional development to perform their roles. Team members had been employed at the service for a number of years. The most recently appointed member had previously volunteered at the service. All others were familiar with the service, how it operated and children attending, because they worked within the school.

### **3. Environment**

**Good**

#### **Summary**

Leaders provide a secure indoor and outdoor environment which is effectively used and well maintained. Written risk assessments, policies and procedures, ensure all practitioners are aware of how to keep children safe. The space is ample and facilities suitable. Practitioners know the premises well and utilise resources available providing an environment which is varied, stimulating and suitable for the age range of children attending. The quality and variety of the resources are good and enable the practitioners to promote children's all round development.

#### **Our findings**

All areas were reasonably safe and there was no unauthorised access. The outdoor play area was enclosed, gates were closed but not locked. Risk assessments were in place to minimise the risk of harm to children by those persons using footpaths across the premises to collect children. Children were well supervised and practitioners were vigilant. We saw a separate fire risk assessment.

Leaders ensured children could access all areas indoors and outdoors whilst supervised. For example, children chose to play tennis on the playground, others chatted closer to the club entrance and children were escorted to the toilets. Practitioners were effectively dispersed and vigilant. The indoor areas used were suitable and included an open plan area within the infants department, a food preparation area, toilets and hand washing facilities. All areas indoors were clean, tidy, warm, light, bright and child centred. The outdoor area was extensive and included hard surface areas, grassed areas for ball games and areas equipped with large play equipment and a forest school. The indoor environment was comfortable, stimulating and children had space for their belongings.

Leaders ensured all children had access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outside. All were clean and in good condition and were in sufficient quantity to ensure children had a good variety and choice. School cleaning staff and a caretaker ensured the premises were clean and well maintained. We saw a limited amount of multicultural resources such as dolls and books to reflect other cultures. We saw plenty of resources and materials in storage in areas and outdoor sheds specifically for the club. Children could access school resources by prior agreement, these were set up in areas within the open plan classroom. Documentation was stored securely on the premises.



## **4. Leadership and Management**

**Good**

### **Summary**

Leadership is effective and aims to provide a quality service. Processes for self-evaluation are more structured and though not fully completed this year, documents are being brought together for the report writing stage. Close links are maintained with the school, which results in good quality training for practitioners, use of facilities and involvement of the head teacher who offers support when needed. Practitioners are well managed by the registered persons. Partnerships with parents and others are well established and benefit the children and their families.

### **Our findings**

Leaders have a sense of purpose that promotes and sustains improvement and good outcomes for the children. Leaders, that is the persons in charge/registered persons had a sense of purpose and expectations to promote improvement, which involved other practitioners, parents and children. We observed a very happy, competent and well-supported workforce who had a good rapport with children and parents and had been at the service for a number of years. We saw consistent good practice and practitioners worked well as a team. Leaders ensured legal obligations were met such as public liability insurance and the Statement of Purpose and Handbook were comprehensive and included all the information required for parents to choose what kind of service they required for their child.

Leaders and practitioners knew their service well and promoted an ethos of continuous self-evaluation and improvement, continually discussing changes and improvements amongst themselves and with the children. Parents' views were being sought with the writing up of the report envisaged to be done by the end of the summer term. We have requested that this document be forwarded upon completion to CIW and made available to parents. Leaders have worked to ensure all recommendations from the previous inspection have been addressed. Strengths and areas for development are identified and action taken to maintain performance and implement change, for example the use of the additional classroom for younger children.

Leaders ensured recruitment was well managed to meet the needs of the service. Relief practitioners were available to cover absences ensuring consistency for the children and all had current Disclosure and Barring Service checks in place. We spoke to practitioners who confirmed they had a good experience during their employment and spoke of the consistency of the team and involvement of school in recruiting staff. All mandatory training was up to date and annual appraisals completed, ensuring practitioners had a voice.

Leaders and practitioners were approachable and communicated openly with parents. They had a good rapport with parents and relevant information was shared with them verbally and by using a notice board and a secure social media page. Parents told us their

children enjoyed attending, citing the playing of chess, outdoor play and the friendliness of staff as things which made a difference. Parents openly discussed worries with practitioners, for example a few needed reassurance regarding the new booking in system, club handbook and their child's behaviour. One parent commented "I'd be stuck without them".

## **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:

- the use of the Flying Start classroom is to be included in the statement of purpose;
- independence at snack time is further developed by encouraging and enabling children to serve themselves, and
- multi-cultural resources are audited and if needed, additional resources are bought.

## **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 10 April 2019 from 14.45 – 18.00

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, three parents/carers collecting children, and three practitioners;
- spoke to the registered persons/persons in charge and head teacher;
- inspected the areas used, and
- reported our findings to the registered person by phone on 7 May 2019.

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	Childrens Day Care Out of School Care
Registered Person	Kirstie Chester Lesley Hadaway
Person in charge	Kirstie Chester Lesley Hadaway
Registered maximum number of places	40
Age range of children	4 – 11 years
Opening hours	Monday to Friday during term time only 15.15 – 17.30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 March 2016
Dates of this inspection visit	10 April 2019 Feedback via phone on 7 May 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 people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Governments 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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