



Childcare Inspection Report on

St David`s R.C. School Out of School Club

**St. Davids Rc School
St. Davids Lane
Mold
CH7 1LH**



Date Inspection Completed

16/05/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

St David's out of school club provides after school care for children attending St David's RC School in Mold. The club operates from a purpose built building on the grounds of the school. The registered persons are Simon Hughes and John Goggin. The service is open Monday to Friday 3:00 – 17:45 term time only. The service is registered to care for up to 30 children aged from 3 – 11 years.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are happy and feel safe at the service. They have a voice and know staff will listen to them. Staff understand the needs of the children and implement positive practices that ensure children are safe and healthy. The environment provides a safe and secure space where children can play and learn with a range of good quality, age appropriate resources. Leadership is generally effective and staff are managed well. Partnerships are developed with parents, which ensures information is shared and that they are consulted about the service and how it could be improved.

2. Improvements

Since the last inspection, leaders have ensured children have more of a say in the experiences and opportunities available to them.

During the writing of the report, the service has notified CIW of the staff changes as required.

3. Requirements and recommendations

We made recommendations relating to care and development and leadership and management.

1. Well-being

Good

Summary

Children have a voice and their ideas and opinions are collected and influence the play and learning experiences provided. They are happy, settled and feel safe at the service. Children interact well with others, learning to be respectful and well mannered. Children enjoy the activities and opportunities available to them and are actively involved in their free choice of play.

Our findings

Children had a voice and were given an opportunity to have a say about certain aspects of their play and care. For example, children had an input into the activities and resources available and they were asked about what snacks they would like through a voting system. Children were able to move freely around the environment choosing where and what to play with. This included having a choice to go outside if they wished. Children were able to complete questionnaires to share their views about the service. They confidently communicated with staff, knowing they would be listened to and their ideas and opinions respected.

Children knew the routines and were familiar with the environment, helping them feel relaxed and safe. When they arrived, all children were happy and wanted to sit with their friends to chat and have their snack. Some children were reluctant to go home, evidencing their enjoyment. We spoke to groups of children and they all said they enjoyed attending and especially playing with their friends and going outside. Children had a positive relationship with staff and felt relaxed and happy to interact with them.

Children were polite and well mannered, saying please and thank you at appropriate times with very few reminders from staff. They were happy and confident to talk to us, with some children being keen to show us around, as they were evidently very proud of the service. Children respected the resources, returning items to the correct place when they had finished and using them appropriately. Children were beginning to understand the needs of others and interacted well with each other. For example, children of different ages were playing outside, trying to score goals. They were taking turns and ensuring everyone had an opportunity to have a go.

Children of all ages were actively involved in an activity that they had chosen and one which allowed them to follow their interests. Outside we observed children enjoying being active, playing football, tennis and swing ball. Inside, craft activities were provided and children sat and focused on their creation for an appropriate length of time for their age and

stage of development. For example, children were making fridge magnets; they focused on the activity until they had finished or until it was time to go home.

Children were able to develop some independence through being able to access and choose which resources they wanted. For example, when going outside children had access to the storage cupboard so they could get what they wanted to take outside. During snack, children were served their food and drinks were poured for them by staff, resulting in them having limited opportunities to be independent.

2. Care and Development

Good

Summary

Staff effectively follow positive practices and procedures, which ensure children are safe. A healthy lifestyle is promoted and effective hygiene practices are implemented. Staff manage interactions consistently well. Staff provide children with sociable experiences. Planning is completed and this, alongside the resources provided, ensure children enjoy their play and learning.

Our findings

Staff had completed relevant training, which allowed them to deal with and follow effective procedures relating safeguarding children and providing first aid treatment. Accident and incident records we inspected were all completed and signatures evidenced they were shared with parents. Staff completed regular fire drills with the children so they were aware of how to evacuate the premises quickly if needed.

Staff implemented positive procedures to help children have a healthy lifestyle. Snacks provided were healthy, with children having cucumber, carrots and breadsticks with a choice of dips on the day of inspection. Water or milk was available for the children as a drink with snack and was also available during the session so children could access it, evidencing that staff ensured children remained hydrated. Staff helped prevent the spread of germs by ensuring cleaning routines were implemented. This included ensuring children washed their hands at appropriate times and tables were cleaned before and after food. Staff made sure children had regular opportunities to be outside, getting fresh air and being active.

Staff made the children's experiences and time at the service sociable. They consistently communicated with the children in a warm and friendly manner and chatted to them about things that interested them and about people they knew. Staff dealt with issues in a calm way. They spoke to the children and explained what the expected behaviour was or why they couldn't always do what they wanted. For example, when a child wanted to play on a particular game on the console. Staff explained to them that the game was not appropriate for them and it was not allowed at the service.

Staff plan and provide a range of activities, resources and opportunities that are suitable for the ages and stages of development of the children attending. Although planning was very basic it evidenced that the children's interests and developmental needs were considered. Staff planned daily activities that considered children's views. For some weeks staff planned themes such as movie night, cooking or craft activity. Staff promoted some

independence by allowing children to move freely around the environment and accessing resources. We noted during snack time that children's independence was not always promoted.

3. Environment

Good

Summary

Leaders ensure the environment is child centred, welcoming and provides a safe and secure space for children to play and learn. The outdoor area is inviting and encourages children to be active. Resources and facilities are of a good quality, well maintained and age appropriate.

Our findings

Leaders had effective checks in place that were conducted daily to ensure the environment was safe and free from hazards before children arrived. Assessments were conducted, which ensured risks were identified, eliminated where possible or managed well. For example, a safety gate was used to prevent children from accessing the kitchen. Access to the service was secure with external doors kept locked and entrance controlled by staff. Registers were kept of staff and children and all visitors were recorded, ensuring everyone could be accounted for in an emergency.

The environment provided a warm and welcoming atmosphere, which was child centred. It was light and bright and there were lots of displays of children's work, helping them to feel valued and have a sense of belonging. The small kitchen area allowed staff to prepare snacks. The main room used by children was spacious and provided areas of learning and play opportunities. For example, cosy corner with soft seating and a television. Children were seen using this area when they wanted their own space or when they wanted somewhere quiet to read a book.

There was direct access to an inviting outdoor area that consisted of a yard and large field. This space gave children opportunities to be active and take part in a range of activities and games. For example, children were having fun playing tennis, football and swing ball.

Leaders made sure they provided resources that were suitable for the different ages of the children attending. There were areas of learning that reflected the foundation phase philosophy including, a home corner and construction area. There was also space for craft activities, table top games and electronic games and equipment. All resources and play equipment was stored appropriately either in boxes in the room or in the cupboard. They were all accessible for the children and they were kept clean and well maintained. This was evident through observations and the daily check lists which referenced that items were checked before they were put away. Furniture was of a suitable size and toilets were freely accessible for the children.

4. Leadership and Management

Good

Summary

Leaders are generally effective in their management of the service. Most policies and procedures are effective and contain information that reflects current practice. Self evaluation is completed and allows leaders to plan improvements, considering the views of others. Leaders manage staff well and most of the required information is available in staff files. Positive relationships are developed with parents.

Our findings

Leaders played an active role in the service and spoke fondly of the dedicated and committed staff. Most policies and procedures were up to date and reflected current practice. We noted some contained the incorrect contact details for Care Inspectorate Wales (CIW). The statement of purpose, which was known as a parent information pack, contained all the information required and needed for parents to make a decision about whether this was the right service and care they wanted for their child.

Leaders consistently self evaluated the service, planning improvements and identifying what they did well. Views of children, staff and parents were collected and these were considered and included in the quality of care review. Improvements were made to help improve the care children received and the environment. For example, new board games and outdoor resources suitable for all age ranges attending had been purchased.

Leaders managed staff effectively. Regular meetings were held so information could be shared and staff received supervisions and appraisals so training needs could be identified. Most of the information required on staff was in their files. We noted that some information was kept in the school, which made it difficult to find. Staff worked well together and they understood their roles and responsibilities, resulting in the service operating smoothly.

Leaders ensure parents are welcomed at the service and that they feel they can communicate with staff about their child. When some parents were arriving to collect their child they were joining in with activities. For example, one parent was having a game of swing ball. Lots of conversations were taking place between staff and parents, which allowed information to be shared. The service had a secure social media page, which was used to share important information including, up and coming events and activities children had taken part in.

As the service operated within the school, close links were developed. This allowed resources and facilities such as the outdoor areas, to be shared. It also meant children felt safe as they were familiar with the environment.

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 promote children's independence further during snack time;
- to ensure all information required on staff is available in their files, to make it easier to find and navigate when needed, and
- review policies to ensure correct contact details for CIW are included.

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 14 May 2019 from 15:00 to 17:30.

We:

- inspected, risk assessments, policies and procedures, registers, three staff files and five children's files;
- observed practice and completed observations using our SOFI 2 to evidence the children's engagement and the care being provided by staff;
- spoke to the children, the registered person, staff present and manager;
- inspected areas used by the children;
- considered evidence forwarded to us after the inspection, and
- gave feedback over the phone to one of the registered persons on 3 June 2019.

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	John Goggin Simon Hughes
Person in charge	
Registered maximum number of places	30
Age range of children	3 – 11 Years
Opening hours	15:00 – 17:45 Monday to Friday term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 March 2016
Dates of this inspection visit(s)	14 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 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: 19 July 2019