



Childcare Inspection Report on

Nannerch V.C.P School Out of School Club

**Nannerch V.C.P School
School Lane
Nannerch
CH7 5RD**



Date of Publication

11 February 2019

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Description of the service

Nannerch out of school club is registered for 32 children age 3 to 11 years and is situated within the grounds of Ysgol Nannerch near to Mold, Flintshire. The registered person is the head teacher Jennifer Lewis and the person in charge is Tracey Daly. The service provides care before and after school during term time and is open Monday to Friday 8.00am to 8.50am and from 3.00pm to 5.25pm.

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 fully involved in the service and are able to make choices. Staff know the children very well and are aware of their individual needs. They mostly follow practices, which keep children safe and healthy. The environment is spacious and there are different areas for outdoor play. There is a range of toys and activities, which can be easily accessible to the children. All staff are qualified in childcare and experienced. There are some aspects of recording which leaders need to address.

2. Improvements

- Staff have updated their statutory training in safeguarding and first aid.
- new toys requested by the children have been purchased to enhance their experiences.

3. Requirements and recommendations

We found that the service did not meet legal requirements in relation to staff supervision and appraisal, staff files and the completion of the quality of care review . We found this did not affect the care of the children; therefore we have brought this to the attention of the registered person who must address this.

We also made some recommendations in relation to keeping a record of activities, completing fire drills and recording when wishes have been actioned.

1. Well-being

Summary

Children are involved in the service, making choices about the toys and activities provided and recording their wishes. Children enjoy attending as they are able to spend time with their friends. Older children support younger ones and demonstrate positive behaviour. They enjoy a good mix of organized activities and free play. Children have good relationships with staff and each other.

Our findings

1.1 To what extent do children have a voice?

Children are involved in making decisions and are able to make choices.

The session observed was not a usual session. This is because a number of children had been taken straight home from school following the school Christmas play, therefore only four children were present. We were told children are normally taken upstairs to the storeroom to choose from the good range of toys and activities available. Children chose to do some colouring during this session and this was quickly arranged. Children were offered a choice of fillings for their sandwiches and a choice of fruit as part of their snack.

They are able to make decisions about what they would like to do at the club by recording their wishes onto the noticeboard. The staff and committee consider these wishes each term and will action those they are able to. For example, children this term have asked for more hama beads, more trykes and bikes and more colouring pens. However, we did not find evidence to show whether wishes were granted and if not, the reason for this.

Children make choices and contribute to making decisions.

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

Children are happy and settled.

Children who attend are part of the small village school where everyone is known and the school operates as one big family. Children of all ages have a good relationship with one another. The four children present, chatted happily together whilst completing a craft activity and when colouring. Children know the staff as they work in the school during the school day and had plenty of opportunities to chat with staff.

Children know staff well, which helps them to settle and feel safe.

1.3 How well do children interact?

Children are learning to manage their behaviour and are considerate to one another.

The relaxed routine, free choice and small numbers attending, allowed the children to manage their behaviour very well. One child was quickly informed when behaviour was

inappropriate. Children have set the rules for the club and signed their agreement. These are displayed on the wall in the hall.

Children are encouraged to show respect for each other and staff.

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

Children enjoy the play based activities.

Children spent most of the session watching a dvd because they were back in school later in the evening for another performance of the school Christmas play. They enjoyed spending time with the staff who were colouring alongside them. We saw photographs displayed in the school hall which showed children clearly enjoying playing outside with hoops, and at a car wash session. There were also photos of children enjoying washing dolls, and making patterns with the hama beads.

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 a range of activities to help them to develop and learn.

Children completed a craft activity during the session. They were shown how to attach antlers and a reindeer face to a jar and completed the task with the minimum of supervision, demonstrating their independence and ability. Children were in a classroom on this occasion because the hall was in use for the school play and the activities were limited. When the hall is used, children have space for floor play activities, table top games and direct access to the school playground for physical play. We found photographic evidence that all these activities are undertaken as part of the service offered.

Children have sufficient resources to learn and develop a range of skills.

2. Care and Development

Summary

Staff are aware of their responsibilities to keep children safe and healthy. Policies are in place to support this process. Staff work with children to set realistic boundaries for behaviour.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of the need to keep children safe, but existing injuries should be recorded.

Staff have completed a safeguarding course during 2018 and are familiar with the process to follow in recording and reporting a safeguarding issue. Existing injuries and concerns are recorded, but we found that staff did not record any existing injuries which may have occurred during school hours. Healthy snacks are provided in line with the healthy schools initiative and a list of snacks for the week is displayed on the noticeboard. Staff provide children with milk or water to drink and offer fresh fruit and/or vegetables every day.

Staff stated fire drills are not undertaken when children attend the club and the reason given was that all children attend the school and are made familiar with the fire alarm and evacuation procedure during school time. We discussed the issues an evacuation during the hours of darkness could raise and the person in charge agreed to consider this alongside practising emergency evacuations in the after school club.

Generally, staff follow safe practices.

2.2 How well do practitioners manage interactions?

Staff have the knowledge and experience to manage behaviour in a positive way.

Staff were calm throughout the session, in particular when speaking with a child about their behaviour. Staff have worked with children to produce a set of rules in relation to behaviour. These include no running, no shouting and not being cheeky. Working with the children helps them to think about behaviours and shows staff respect their views.

Staff are aware of positive methods to manage behaviour.

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

Staff said they provide a variety of activities to meet children's individual needs, but no record is available to demonstrate this.

Staff work with the children in school and are aware of their needs as individuals. they provide opportunities for children to be active out of doors and we saw a range of equipment stored in a shed

close to the hall including scooters, tents, hockey sticks and tennis rackets. There was a good range of toys and activities available indoors and although not readily accessible to the children, they were able to go to the storeroom to choose from the selection of toys available. Staff had purchased some electronic games and a den building kit following requests from children last term.

Staff do not keep a record of activities provided and therefore there is little evidence to show children have opportunities to be physically active or involved in craft activities.

Staff update the activities available on a regular basis. range of activities.

3. Environment

Summary

Leaders make sure the environment is safe and secure. The premises are well maintained and clean. Leaders provide children with a good range of resources in a warm, light and safe environment.

Our findings

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

Leaders provide a safe environment for children, but risk assessments should be updated.

Parents enter the school using the main entrance and ring the doorbell to gain access. A risk assessment form had been completed in September 2017. The date for review was January 2018, but this has not been completed. The diary is used to record time of arrival and departure for children and staff attendance is also recorded in the diary. We were not asked to sign a record of visitors either at the school entrance or in the after school club.

Leaders mostly ensure the safety of the environment.

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 a cloakroom, toilets, storage and kitchen facilities available. The hall contains tables and chairs for children to engage in group games and craft activities and sufficient floor space for children to use for den building and playing with cars and lego. Outdoors, children have the use of the school playground, playing field, tennis court and the school trim trail, all of which provides for a variety of outdoor play activities. The classroom used at the time of the inspection contained an interactive white board, which was used to play the dvd and tables and chairs for children to use for their craft activity and for other table top activities such as colouring.

Leaders provide an environment which promotes children's play?.

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

Leaders have ensured that children have access to toys and resources which are suitable to their needs.

A good selection of games and equipment is available. We noted some dvds were a PG category. The person in charge stated they generally used the U category films, but would ask parent's permission should they wish to play a PG film. A Wii has been purchased this year along with an electronic version of Guess Who. Toys are in good condition and staff check them when they are brought out in case they are broken or faulty.

Leaders ensure the toys and resources are sufficient and of good quality.

4. Leadership and Management

Summary

Leaders have produced a statement of purpose and provide information to parents that meet the NMS and Regulations. Policies are available for parents and staff. A quality of care review has not been completed this year. Staff files are not complete and there is no evidence of supervision and appraisals. Leaders work well in partnership with the school.

Our findings

4.1 How effective is leadership?

Leaders provide a statement of purpose and policies, which meet the NMS and Regulations.

Policies were available but had not been reviewed since March 2017. There was a pack in each staff file. Leaders maintain accurate records of children, and have ensured they are suitably stored and easily accessible. Accident forms are completed and all details recorded. Leaders may want to consider collating all this information in one place rather than their current practice of using three books. It would be preferable for reviewing information if one book was used rather than three.

Leadership is mostly effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have not ensured a robust annual process for evaluating their service and identifying areas for improvement.

Leaders last completed a review of quality of care in July 2017. There had been some confusion over the completion of the self assessment of service statement (SASS) with leaders not being aware of the need to undertake this review on an annual basis. We did find that the review completed in 2017 included the views of parents and children and had identified areas for improvement along with an action plan of how they would be addressed. We found that some of the requests made by children, for example the provision of dolls and dressing up items, had been purchased.

Leaders need to ensure they implement an effective and annual system for evaluating their service.

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

Leaders do not operate a safe recruitment process and could not provide evidence that they supervise and appraise staff appropriately.

Leaders have ensured a qualified team of staff, as all have a level 3 qualification in child care and education with one member of staff having completed a level 3 qualification in playwork. Leaders are aware of the need to increase the number of staff qualified to level 3 in playwork before 2021. Staff are committed to learning new skills and updating statutory training.

We viewed the files for the two latest members of staff and found they did not contain all the regulatory requirements. Only one reference had been obtained and that was from the head teacher, who is also the registered person because the staff work in the school. We also found that no information had been collated in relation to employment history, including any gaps and the reasons, and no evidence was available that the leaders had seen staff's birth certificates as is required by regulations. We found no evidence that staff received appropriate supervision or appraisals, which would provide them with the opportunity to discuss individual issues with their manager.

Leaders do not implement a robust and safe recruitment process and could not evidence that meaningful and appropriate supervision arrangements are in place.

4.4 How effective are partnerships?

Leaders have developed links with partners and they keep parents informed about the service.

Leaders have a good relationship with the school which ensures the club is able to meet the needs of parents who are working or in education. The school holds an annual Vision Evening to take note of stakeholders views about school life and this includes the out of school club. The Registered Person is assisted by a committee, and meetings are held when there are items to discuss and each year as an annual general meeting

There is opportunity at the time children are collected for parents to discuss any issues with staff and to receive any feedback verbally about the session. The registered person is generally present during the time the club is open.

Leaders have developed a positive working relationship with parents and the school.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

At the previous inspection we issued a non compliance notice regarding the registered person updating information with the Disclosure and Barring Board. This has been completed.

At the previous inspection we notified the registered person that the service was not compliant with the regulations in relation to staff files and staff supervision. The service remains non compliant in respect of these issues.

We informed the registered person that they were not compliant with the following regulations of the Child Minding and Day Care (Wales) Regulations 2010:

Regulation 29 (3) (a)

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

Regulation 28 staff files must include all of the required information as specified within part 1 of schedule 2

Regulation 38 (c) (iii) the registered person must make adequate arrangement for evacuation in the event of a fire.

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. Our reasoning for this in relation to Regulation 38 is that children have fire drills in school, but the registered person confirmed that they are not undertaken separately within the club. We told the registered persons that these matters should be addressed.

5.2 Recommendations for improvement

- Emergency evacuation procedures should be practised in the club including in the hours of darkness;
- existing injuries that have happened in school to be recorded;
- there should be a record of activities provided; and
- staff should record when children's wishes have been actioned.

6. How we undertook this inspection

We undertook inspection as part of our annual schedule of inspections. One inspector visited from 3.00 p.m. – 5.45 p.m. on Tuesday, 11 December 2018.

- We observed the children and the care they received;
- we spoke to the person in charge;
- we looked at some records including policies, procedures, children's records and registers and
- we inspected the premises and the quality of toys and resources.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Jennifer Lewis
Person in charge	Tracey Daly
Registered maximum number of places	32
Age range of children	3 to 11 years
Opening hours	Mon to Fri in term time 8.00am to 8.50am and 3.00pm to 5.25pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 October 2015
Dates of this inspection visit(s)	11 December 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:	