



# Childcare Inspection Report on

**Sychdyn Kids Club**

**Sychdyn Cp School  
Vownog Road Sychdyn  
Mold  
CH7 6ED**



**Date Inspection Completed**

12/06/2019

**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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<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

Sychdyn Kids Club is registered to provide care for up to 48 children. They currently provide care for children aged 4 to 16 years. The registered persons for the service are Ms Natasha Lee and Ms Kerry Hooson with Ms Hooson also being the person in charge of the day to day running of the service. The service is situated within grounds of Ysgol Sychdyn and operates from a dedicated unit. Care is provided from 15:00 – 17:30 Monday to Friday during school term time and 08:00 – 17:30 during the school holidays. The service is provided through English. The service 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>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children are valued, listened to and know what choices are available to them. They are cared for by consistent and well qualified practitioners who ensure that they are kept safe and have fun. Leaders ensure the environment is safe and suitable for children's use and that it provides resources and equipment which meet their needs. The environment is clean, secure and offers a variety of age appropriate play opportunities both indoors and outside. Effective and organised leadership and management, ensures successful improvements are made which greatly improve outcomes for children.

### 2. Improvements

Since the last inspection:

- New cladding has been added to the ceiling of the building to prevent condensation forming and to improve the environment for children.
- Most practitioners are enrolled on and working towards their Playworker Level 3 qualification to ensure they have an up to date understanding of best practice for the age range they are providing care for.
- The Person in Charge has successfully completed the Playworker Level 3 qualification and a Level 5 qualification in Leadership and Management.

### 3. Requirements and recommendations

We made recommendations in relation to children's well-being and ensuring that the Welsh Government's best practice guidelines for food and hydration are followed; in relation to

care and development and including a body map on the accident forms to show the location of any injuries and in relation to leadership and the development of the quality of care review.

# 1. Well-being

**Good**

## Summary

Children are listened to, encouraged to speak, and make choices and decisions confidently. They are happy with the service they receive and feel valued. They interact positively with each other and, with support, are learning to take turns and share appropriately. They engage in play based activities and enjoy being active and playing outdoors. They are given the opportunity to develop in confidence, follow their own interests and become independent.

## Our findings

Children were listened to and were free to make appropriate choices and decisions. They knew where the toys were kept, which toys were appropriate for their age and they were happy to ask for other toys, equipment and further resources. Children made choices confidently when picking their fruit snack and the children's views had been considered when a new snack menu had been designed. Children's meetings were held regularly for them to have a say over what happened at the service and as a result children felt they had ownership of the service.

Children found the continuity of care and regular routine beneficial as it ensured they felt safe and valued. Children approached practitioners for hugs on their arrival and happily came up to the enclosed kitchen to collect their snack. They were relaxed and settled. They were confident to talk to us about the service, and we spoke to two children who told us they found it really hard to think of anything they would like to change about the service they received.

Children were sociable and played positively together. They used good manners when being offered their snack and chatted happily together. They took turns, shared well and helped to tidy away toys they had been playing with. Toys were in good condition which showed that children took appropriate care of equipment and valued it.

Play principles were successfully applied with children being able to lead and direct their own play independently, contentedly and with creativity. Some children chose to play table tennis whilst others enjoyed playing a high speed logic game against their friend, creatively using a stack of building blocks as a divide to prevent them seeing each other's game boards. All children found an activity which they enjoyed and which sustained their interest. Children told us they were allowed to play indoors or outdoors on the Astroturf pitch and they knew which outdoor toys and resources were available and were excited by the choices available.

Children were provided with suitable opportunities to develop their independence. They made independent choices about their snack, were able to choose where they played and were able to access their coats, belongings and bathroom facilities independently and with ease. They were beginning to take responsibility for themselves and generally tidied away toys independently and without prompt once they had finished playing with them.

## **2. Care and Development**

**Good**

### **Summary**

Practitioners work successfully together to deliver the aims of the service. They manage interactions with children and parents respectfully and they model and consistently promote positive behaviour. Practitioners understand children's individual needs and promote a culture of equality and inclusion. They plan a variety of age appropriate play-based activities whereby children's voice is promoted and the views of the children are taken in to account. Practitioners are dedicated to securing positive outcomes for children and ensuring they are well cared for.

### **Our findings**

Practitioners had a sound understanding of how to keep children safe and healthy. They promoted good hygiene practices ensuring that they and the children washed their hands before snack. There was a snack menu which the children had helped to design which offered some healthy choices but also some options which would not be considered best practice in respect of children's nutrition. Whilst it is positive for children to be involved in decision making at the service, leaders need to consider how healthy eating and healthy lifestyles could be better promoted to follow the Welsh Government's latest guidance 'Food and Nutrition for Childcare settings'.

The majority of practitioners had recently been trained in first aid ensuring their knowledge was kept up to date. They had completed accident records fully and had ensured they were signed by parents in acknowledgement of the first aid their child had received. It would be beneficial to record the location of the injury and therefore leaders could consider the inclusion of a body map on future paperwork. Practitioners followed policies and procedures to ensure children remained safe. They ensured children knew the fire drill procedures, practicing regular fire evacuation thus enabling the children to confidently tell us the procedure and point to which door they would go out of in the event of an emergency. They kept accurate records of children's attendance and of visitors to the service. Practitioners were confident of the safeguarding procedure and there was a designated child protection officer in place. Their arrangements to safeguard children met requirements and gave no cause for concern.

Practitioners encouraged children to take responsibility for their own behaviour and the children behaved well. They took time to listen to the children, for example, one child complaining of back ache was asked questions about a possible cause and the child was provided with appropriate attention and concern until they were content to continue playing with the ache no longer bothering them. Practitioners responded positively when asked to help, helping to set up the table tennis net and, on request, making sure another game was played fairly. They modelled positive behaviours playing alongside the children, modelling how to share and take turns.



The majority of practitioners had worked at the service regularly for several years, they knew the children well, provided them with responsive care and, as a result, there was a nurturing and caring ethos. They encouraged the children to have a go at doing things for themselves for example, when cutting and sticking tape on to their pictures and promoted a sense of fun and enjoyment, for example, when setting a timer to see how fast the children could draw things such as a pineapple. Practitioners spoke enthusiastically about their recent training and the principles of empowering children to direct their own play and they provided positive opportunities for these principles to be implemented. Practitioners had a sound understanding of how to support children with additional needs, describing how staffing levels are altered to meet the individual needs of the children and how support and guidance could be obtained from the host school's additional learning needs co-ordinator to ensure children's needs are fully met.

### **3. Environment**

**Good**

#### **Summary**

Leaders have effective policies and procedures in place to ensure the environment is safe, clean and secure. They put children and their requirements at the heart of the service and ensure the environment meets children's developing needs. Resources and equipment are age appropriate, well maintained and in sufficient quantity to enable children to play together and have a variety of choice. Effective planning for improvement, and offering children open ended play opportunities, ensures toys and resources are used creatively and are in good condition.

#### **Our findings**

Leader had policies and procedures in place which successfully ensured children were cared for in an environment which was safe, clean and secure. Fire doors were clear from obstruction with push to open handles and all windows within the building were specifically designed to allow an exit route in the event of a fire. The service's kitchen was well maintained and scored highly on a recent food standards assessment, this area was secure from entry from the children which kept them safe from unnecessary risks. Leaders understood the difference between acceptable and unacceptable risk well and encouraged loose parts play with large pieces of equipment in the outdoor area. Children and practitioners spoke enthusiastically about the loose parts play shed and all the equipment and resources inside. They were proud to have been part of a pilot for this and had worked closely with Play Wales to develop this type of play. Leaders ensured children were well supervised and that practitioners were deployed effectively to offer children optimum opportunity for them to use indoors or outside at times of their choosing.

Leaders had prioritised improvements to the indoor ceiling to ensure the environment remained welcoming and suitable for children's play. All areas were well maintained and well decorated. The layout offered children sufficient space to play and ease of access to the outdoors and the Astroturf pitch which the children had exclusive use of during service opening hours. This was hugely beneficial to the children as, despite the persistent rain throughout the day, the Astroturf surface dried quickly and enabled children to be physically active in the fresh air. The children had ample space to enjoy riding the scooters and sit on toys as well as use hoola hoops and play football safely. Leaders had considered the age of the children when sourcing equipment. They provided a sufficient quantity of age appropriate equipment which appealed to all the children and which meant children could play together. Thoughtful storage promoted the children's independence as they were able to get out and put away the toys they wished to play with. Resources were well organised and the children had a sense of belonging. They knew which games were suitable for their

age telling us that the younger children's games were on the lower shelves and the older children's games were higher up.

Leaders ensured children had use of low level tables, chairs and equipment which was suitable for their age and size. They had the option of relaxing and looking at books on the comfy chairs or accessing craft resources or toys. Accessible toilets between the indoor and outdoor play areas enabled children to use these independently and with ease. Facilities, toys and equipment were well maintained and clean.

## **4. Leadership and Management**

**Good**

### **Summary**

Leadership is systematic, effective and ensures positive outcomes for children. Leaders have a vision for the service and have effective self-evaluation processes in place. They successfully manage practitioners, set high expectations and ensure that everyone is forward thinking and committed to delivering a service which fully meets children's individual needs. They nurture partnerships and value parental input.

### **Our findings**

Leaders have a clear Statement of Purpose within a Parent's Handbook. This was kept up to date by keeping it under regular review and leaders ensured it complemented the aims of the hosting school. It was clear in its expectations for children's behaviour and of the contractual agreement from parents. For example, the procedure which will be followed on the late collection of a child. Leaders communicate their vision for the service successfully, promoting a positive ethos of continuous professional development and challenging everyone to do their best. For example, many of the practitioners were enrolled on vocational courses to further their professional development. Leaders offer appraisal and supervision opportunities however the frequency of these does vary. Leaders are aware of this and have suitable procedures in place to address this in the coming weeks. Leaders must ensure they have the same opportunity for supervision and appraisal as the practitioners by delegating such tasks to a committee member.

Leaders have compiled an annual quality of care review however, this does not sufficiently draw on first-hand evidence of the quality of care provided or the views of the parents, children, practitioners and management committee. It does not address how any improvements will be made or how these will benefit children and should be developed further. Despite this, improvements to the environment, activities available to the children and practitioners professional development are apparent so improvements are being successfully implemented at this service. Children's views are valued and these are regularly sought through children's meetings and the use of a suggestions box.

Leaders manage practitioners and resources consistently and effectively. Staffing ratios are forecast and planned for successfully to ensure that children's needs are appropriately met and that there are contingency plans in place to cover staff absences. Leaders restrict admissions during the school holidays to ensure sufficient staffing can be maintained and as there is reduced access to the main school building during these periods that sufficient play space is available. Leaders ensure that practitioners are recruited safely and that required information and suitability checks are performed prior to commencing employment.

Leaders are a visible and active part of the service meaning that they build positive and trusting relationships with parents and have opportunities for clear, face to face communication with them. Parents we spoke to were positive about the service they received and felt that it met their child's needs. They had had no reasons to raise concerns but felt that leaders were approachable should any concerns arise. Parents were pleased with the continuity of care between the school and the service and links to the school were constructive and purposeful with the Head teacher also being a member of the service committee.

## **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 that the registered persons could;

- develop a snack menu which follows the latest Welsh Government best practice guidelines for food and hydration;
- include a body map on accident and incident records to show the location of the injury and,
- develop the quality of care review to evidence how the review contributes to improving the service, delivering better outcomes for children and formulating action plans to bring about the desired improvements.

## **6. How we undertook this inspection**

A Care Inspectorate Wales Inspector visited the service on Wednesday 12 June 2019 between the hours of 14:50 – 18:13.

We:

- inspected a sample of documentation;
- observed practice to capture evidence of the children's engagement and the care being provided by practitioners;
- spoke to the children, two parents and two practitioners;
- observed the range, variety and quality of toys and resources available to children;
- read the latest quality of care review, statement of purpose, parent's handbook and considered the information held by the service on children and practitioners and,
- gave feedback and ratings to one of the registered persons for the service.

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	Natasha Lee Kerry Hooson
Person in charge	Kerry Hooson
Registered maximum number of places	48
Age range of children	4 - 16 Years
Opening hours	15:00 – 17:30 during term time and 08:00 – 17:30 during the school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29 March 2019
Dates of this inspection visit	12 June 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?	No – 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 ' <i>More Than Just Words</i> ' follow on strategic guidance for Welsh language in social care.
Additional Information:	

Date Published 18/07/2019