



Childcare Inspection Report on

Madras Out of School Club

**Madras V.A. School
Penley
LL13 0LU**



Date of Publication

3 October 2018

Welsh Government © Crown copyright 2018.

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.

Description of the service

Madras Out of School Club is situated in an annexe next to the grounds of Madras V.A. School in Penley. There is a kitchen area and two toilets. There is a large field and an enclosed outdoor play area, which is shared with the school. The service is registered to care for up to 32 children at any one time and is available for children aged between 4 and 11 years old. It is open from 8:00 a.m. - 6.00p.m. Monday to Friday during school holidays and from 3:00 pm to 6:00pm Monday to Friday during school term time. The registered person is Ruth Carol Sadowska and she shares the person in charge role with Carol Owen. The main language of the service is English and the service does not implement the Welsh language Active Offer.

Summary of our findings

1. Overall assessment

Children are content and enjoy their time at the service. They are confident to express their views and make decisions as they know their choices are respected. Staff know the children well and are responsive to their needs. Leaders ensure children have access to safe and suitable indoor and outdoor spaces where they can play and explore. Leaders ensure policies and procedures are in place and are reviewed regularly. Management of the service is appropriate and leaders seek feedback and take parents' and children's views into account when purchasing resources and planning activities.

2. Improvements

New equipment has been purchased to give the children more variety and to develop different skills. Food children have been given is now recorded to evidence a healthy diet and also to note if any allergies develop.

3. Requirements and recommendations

Recommendations have been made in respect of care and development, environment and leadership and management.

1. Well-being

Summary

Children are happy and settled. They feel comfortable in expressing their views and are confident activities they ask for will be provided. Children feel safe happy and valued, they have good relationships with the staff and look forward to attending. Children share, take turns and interact well with each other. They enjoy their play and learning and become independent.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and are listened to.

Children were able to make choices about what they wanted to do, for example they decided they wanted to eat their lunch outside on the picnic tables. They moved freely between activities as they wished and were happy to ask for other resources to be provided. All communication with the staff was valued and the children were confident they would be listened to. We saw children were able to select activities they enjoyed and the staff explained how children were able to influence planning by choosing themes and activities.

Children are able to express themselves.

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

Children are settled and content

Children were settled and clearly felt comfortable with the staff. They were familiar with the activities available and the daily routine. Samples of children's work were displayed on the walls, giving them a sense of belonging. Children had formed bonds of affection with staff and each other as we saw them laughing and joking together whilst playing. They were happy in each others company and were eager to talk about what they were doing. Children were aware of who to talk to if they needed help and we saw they sought staff for help with activities inviting them to join in with their play. We observed children who were happy playing with their friends and doing things they enjoyed.

Children are valued and they have formed good relationships with the staff.

1.3 How well do children interact?

Children share, take turns and interact well together making up games.

Children were keen to play with their friends and to involve them in their activities. We saw them working together to make up imaginary games and in twos and threes doing different activities or just sitting chatting. We observed one child sitting on a swing, content to just watch and comment on what his friends were doing. All children were happy to share their

resources and were able to take turns with equipment. Both before and after lunch children played outdoors and the atmosphere was very relaxed with children getting on exceptionally well together.

Children interact well and are forming attachments with each other.

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

Children take part in activities they enjoy.

Children were interested in the activities both indoors and outside. They spent a long time choosing activities outside, thoroughly enjoying them. A smaller group of children had chosen to come inside after a while to colour and stick shapes, making cards and bead pictures. All children were very busy, however a few took time to tell us about the things they enjoyed doing such as going to play outside with their friends. Some of the older children had gone swimming with the club and on their return told staff who had stayed behind to care for the younger children excitedly what they had done.

Children enjoy their play and learning.

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

Children have opportunities to gain independence skills and make decisions for themselves.

Children were encouraged to complete tasks independently. They were responsible for getting their own belongings when parents arrived and we saw a few tidying up after themselves. We saw children had lots of opportunities to do things for themselves such as selecting art and craft materials and pouring their own drinks of water when they were thirsty. They were able to lead and direct their own play throughout. Before lunch time children went to the bathroom and washed their hands with minimum reminders.

Children develop well and are able to do things for themselves.

2. Care and Development

Summary

Staff encourage healthy lifestyles by promoting physical activity and plenty of opportunities for outdoor play, however some of the records and documentation need to contain more detail. Staff reflect good behaviour by being appropriate role models and setting boundaries which the children understand. Staff promote children's play learning and development well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe.

Staff endeavour to promote healthy lifestyles by providing plenty of opportunities for outdoor play often at the children's request. Although children brought a packed lunch, staff did not always take into account amounts of sugar when providing breakfast and snacks. Staff encouraged children to wash their hands and sat with them to eat lunch. Staff spoke of how they were aware of the importance of being physically active and provided plenty of opportunities for children to play outside in the fresh air and for a few of the older children to go swimming. During our visit the children played outside for the whole of the session and staff ensured children were safe and well supervised. Staff had received child protection training, and so were aware of the correct procedures to follow should they have a concern about a child. We noted however the child protection policy did not make reference to an allegation against the registered person. Sufficient staff had up to date Paediatric First Aid training so they knew what to do if a child had an accident. Accidents and incidents were mostly recorded appropriately, dated and signed by both staff and parents, however these should include a person outline, the date, the age of the child, how long a cold compress has been applied and should not name any other children who were involved to maintain confidentiality. Medication forms we checked did not have sufficient information recorded and had not been signed by parents prior to medication being given. The time the last dose was given should be recorded and it should be clear when staff have to administer the medication.

Staff endeavour to keep children safe and healthy however some improvements are needed.

2.2 How well do practitioners manage interactions?

Staff manage interactions well.

We saw staff have exceptionally positive relationships with the children and promote good behaviour and appropriate language. Staff spoke to children in an affectionate manner and had good relationships with them. We heard plenty of laughter showing children were having fun and getting on well together. We saw no arguments or unwanted behaviour but staff said this would be dealt with promptly by redirecting children to another activity, giving

good explanations. Staff were good role models and we saw they gave lots of encouragement, good humour and praise for positive behaviour.

Staff use positive behaviour management strategies successfully.

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

Staff support children to take part in activities

Staff know the children well, and were responsive when children required support. Details of children's preferences and needs were sought prior to children starting at the service so staff could plan to meet their needs. They had a good understanding of what children enjoyed and were able to provide activities according to their interests. Children who needed help to complete tasks such as an iron to 'set' the beads found staff on hand to help.

Staff promote children's play learning and development.

3. Environment

Summary

Leaders ensure the environment is clean and well maintained and suitable for the needs of the children. Hazards are identified however there are no written plans in place to minimise any risks posed. There are plenty of resources and equipment which are of good quality.

Our findings

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

Leaders are keen to ensure children are cared for in a safe environment.

Children were signed in and out of the service and the building was secure to ensure no unauthorised persons could gain access. The outdoor area is shared with the school and was also safe. Although risk assessments had been carried including those for visits off site we found these had not been recorded. We recommended these are written so all staff can familiarise themselves and understand the process. A daily register was kept of which staff and children were in attendance so all staff and children could be accounted for in the event of an emergency. Records showed fire drills had taken place regularly and one recently, however it was recommended one is done at the beginning of each holiday as children from other schools attend. This will ensure staff and children are familiar with how to evacuate the building quickly and safely.

Leaders ensure the premises are secure and children are safe but there are no written risk assessments.

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

Leaders ensure the environment is suitable for the needs of children.

The annexe was in good decorative order. It was comfortable, clean and offered plenty of space for children to be able to move around. Both inside and outdoors the toys and resources were easily accessible to children, promoting independence. Furniture was suitable for the needs of the children with tables and chairs at the right height to enjoy snack and table top activities such as bead craft. Samples of the children's work were displayed allowing them to share their experiences with their parents when they came to collect them. Children had access to a designated area to store their coats and bags meaning they had independence. The outdoor area also offered good sized space for children to play. Leaders have ensured children have good access to different areas, and children made good use of these.

Leaders ensure the indoor and outdoor environments are welcoming and friendly.

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

Leaders ensure children have access to good quality resources and equipment.

Resources indoors were well maintained and of good quality. There was a good selection of games, books, art and craft materials and toys for children to choose from. However we noted there were no Welsh books or multicultural resources reflecting the diverse world in

which we live. The registered person told us the Welsh books were currently all on loan to the school. Outdoor play equipment was of good quality, interesting and suitable for the children and was stored in a container readily available as needed.

Leaders ensure children have access to indoor and outdoor play resources suitable for their needs.

4. Leadership and Management

Summary

Leadership is appropriate and they are keen to ensure staff are aware of their responsibilities. Feedback is gathered and used effectively to improve practice. Good partnerships have been formed and maintained with parents and the school.

Our findings

4.1 How effective is leadership?

Leaders ensure policies are in place and the aims and objectives of the service are clear.

Policies were in place for all aspects of the service, with these being recently reviewed. We inspected the service's statement of purpose and saw the information was up to date. Registers confirmed children's attendance however we noted the staff hours recorded were their contractual ones and had been completed in advance rather than the actual time spent with the children.

Leaders ensure the policies and procedures are up to date.

4.2 How effective is self evaluation and planning for improvement?

Leaders seek feedback from staff, children and parents in order to improve their service.

Leaders had gathered feedback from parents, children and staff. Staff were able to discuss their views during staff meetings and parents and children were asked to complete questionnaires giving their views about the service. Feedback was also gathered from children verbally during play sessions. A quality of care review had been collated and the person in charge told us children were given the opportunity to contribute their views when purchasing new resources such as the mud kitchen or planning what they would like to do such as water sliding.

Leaders are committed to improving their service.

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

Leaders ensure staff are aware of their responsibilities.

Staff we spoke with were familiar with the service's policies and procedures and supervised the children well. Staff files however did not contain all the relevant information required. We spoke with the registered person who explained staff worked in the school as well, so other information was stored in school. We advised information should be copied for the service or a matrix introduced outlining where information was held. If the latter was chosen, then the registered person must bear in mind that all information must be readily available for inspection wherever it is kept. We also reminded the registered person that all suitability checks should be carried out before a member of staff is employed. The staff worked together well and we saw how they understood their roles and responsibilities within

the club. We were told meetings were held before the session to discuss any issues and that leaders were approachable,

Leaders need to ensure all information required in staff files should be readily available in the club rather than in school.

4.4 How effective are partnerships?

Leaders and staff have formed positive partnerships with parents, and the school.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Children's contracts and registration details should be reviewed each year to check they are still current and all need written permission for emergency medical treatment. We noted new contracts had been changed and did not allow for parents to add their language, religion or culture. Staff had positive relationships with parents and we saw how they shared information verbally at the end of each session. Information about the activities were displayed so parents were aware of what their children were doing during their time at the service. Leaders have good relationships with the school with whom they share the outdoor areas.

Leaders ensure they work closely with parents for the benefit of the children and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- always record the exact time of attendance of staff and not their contracted hours;
- to carry out a fire drill at the start of each holiday;
- to improve the recording of medication by including more information and obtaining a parental signature prior to medication being given.
- the child protection policy should make reference to action to be taken if an allegation is made against the registered person
- always take into account healthy eating principles when serving food and drinks to the children and record what they have eaten;
- having written risk assessments to evidence hazards have been identified and action taken;
- reviewing the children's contracts each year and ensure there is written permission for emergency medical treatment. Information sought from parents should include language, religion and culture;
- to add more information to the accident sheets; and
- ensuring all staff files with complete information are available in the club.

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 the 31 July 2018 between 11.00 pm and 3.00pm

We:

- Inspected a sample of documentation and policies;
- Observed a child being collected by parent and handover procedure;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to parents, the children, staff members and person in charge;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the registered person of what we found.

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	Ruth Sadowska
Person in charge	Ruth Sadowska and Carol Owen
Registered maximum number of places	32
Age range of children	4 – 11 years of age
Opening hours	8:00 a.m.- 6.00p.m. Monday to Friday during school holidays and from 3:00 pm to 6:00pm Monday to Friday during school term time.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 August 2015
Dates of this inspection visit(s)	31 July 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:	