



# Childcare Inspection Report on

**St. Joseph`s Out of School Club**

**St Josephs Catholic Primary School  
Brackley Ave  
Colwyn Bay  
LL29 7UU**



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## **Description of the service**

St. Joseph's Out of School Club is registered to provide care for up to 30 children and operates from rooms within St. Joseph's School, Colwyn Bay. Children who attend are between 4 and 11 years old and can receive care between 15:20 – 17:30 Monday to Friday during Term. The registered person for the service is Mr James Wilkinson. The nominated person in charge of the day to day operation of the service at present is Mrs Bethan Davies. The main language of the service is English, the service does not implement the 'Active Offer' in relation to the Welsh language, meaning parents and children are unable to access the service and it's policies through the medium of Welsh without having to ask for it.

## **Summary of our findings**

### **1. Overall assessment**

Children express themselves well knowing they will be listened to. They have a familiar routine which provides them with the freedom to make choices. Children are kept safe by staff who have relevant experience and who plan activities which engage and interest the range of ages attending. The environment offers children a good variety however, further consideration should be given to ensuring the environment is suitable to fully meet the needs of the older children attending. Children and Parents experience a service which is organised and which meets their needs.

### **2. Improvements**

Recommendations made within the last inspection report have been acted upon and there are now thorough procedures in place to ensure parents collecting their children are unable to enter the premises without permission.

### **3. Requirements and recommendations**

We made recommendations in relation to the furniture and suitability of the environment and resources for the older children, the organisation of the staff files and the training and development of staff in relation to Playwork and behaviour management.

# **1. Well-being**

## **Summary**

Children are relaxed, settled and happy to communicate their needs. They make positive contributions to topics and themes knowing their views and ideas will be listened to. Children play well together, developing friendships and are becoming self-disciplined. They co-operate respectfully with staff and are confident their likes, dislikes and concerns will be considered.

## **Our findings**

### **1.1 To what extent do children have a voice?**

All children make appropriate choices, are consulted over how they wish to spend their time and are confident they will be listened to.

Children spoke to us about the daily routine and knew what activities and games were available to them. They were happy to approach staff to ask for their chosen game and knew that this would be provided. They knew where a selection of outdoor play equipment was stored and accessed this independently before going outside to play. Children's views are at the heart of this service with their opinions being sought and captured after each craft activity. This information is then considered for the planning of future activities and for reflection of what the children have enjoyed most.

Children's voice is given purpose and is actively used to shape the choices available to them.

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

Children are settled and are able to form positive emotional attachments with staff who know them well.

Children were settled, relaxed and happy. This inspection took place during the first full week back after the summer holidays and children were calm and familiar with the routine. Children new to the service were offered reassurance and guidance throughout. They received continuity of care and transition from school to the service was a positive experience as the staff caring for them also worked in either the playgroup or within the school and so were familiar to the children. Children expressed enjoyment when describing their time at the service to us and knew their preferences would be taken into consideration for example, when describing the snack options children told us 'we can have breadsticks if we don't like what there is for snack'.

Children are highly valued, feel safe and are outwardly happy.

### **1.3 How well do children interact?**

Children behave and co-operate well with staff and each other.

Children were polite and used good manners when speaking to staff and each other. They are able to recognise and are becoming sensitive to the emotions of others with one child putting their arm around a new younger child and offering to look after them. Children tidied their chairs away without being prompted and were respectful of the resources available to them. Children of all ages enjoyed playing together, and were heard to ask staff to join in with their play too, enjoying their company and benefitting from their interactions and the enrichments they brought.

Children find the activities stimulating and interact positively with others.

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

Children are offered engaging play based activities.

Children were able to spend time being physically active and playing outdoors but could also choose to play inside drawing and participating in quieter craft activities. On both inspection visits children were able to lead and direct their play, choosing to build dens using fabric sheets or running, climbing and playing football. They were able to explore the environment freely and securely. Children were keen to tell us about how they spent their time and expressed their enjoyment for the play opportunities available to them.

Children talk enthusiastically about their play.

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

Children develop socially and have a good variety of experiences.

Children were able to develop secure relationships with consistent staff who knew them well. They were offered healthy and nutritional snacks; fruits helped the children to learn about the benefits of healthy eating and were cut into portions safe and appropriate for their age. Children had some opportunities to develop their independence during snack time however this could be extended further. Children chatted together during snack time learning and developing the socially acceptable behaviours of shared meal times.

Children are acquiring effective skills to become independent.

## **2. Care and Development**

### **Summary**

Staff have a strong understanding of how to enhance children's wellbeing and a secure knowledge of how to keep children healthy, safe and well. They act as positive role models and set realistic boundaries. Staff understand children's individual needs and aim to let older children determine and control the content of their play. Children with additional needs are treated inclusively and receive responsive and nurturing care.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have an understanding of how to keep children safe and healthy.

Staff were aware of the processes to follow in relation to safeguarding children; they had a secure understanding of the children's medical needs and had procedures in place for contacting parents in an emergency. Staff implemented thorough checks throughout the inspection to ensure children arrived when expected and left safely with their carer. They promoted healthy lifestyles by offering children a varied snack menu with healthy alternatives also available to meet children's preferences. To enhance these options further staff should consider the latest guidance on 'Food and nutrition in childcare settings'. Staff encouraged children to be physically active by planning opportunities for outdoor play each day.

Staff work collaboratively to ensure children's safety and health is prioritised.

#### **2.2 How well do practitioners manage interactions?**

Staff manage interactions consistently and fairly.

Staff had a clear understanding of child development setting realistic boundaries and expectations according to children's age and development. They promoted positive behaviour as a way of managing unwanted behaviour and reminded children of what was expected of them. Staff had little need to manage the children's behaviour during the inspection and a respectful and co-operative atmosphere was apparent. Staff played enthusiastically alongside the children, facilitating their game and sharing in the fun.

Staff are observant and manage behaviour effectively in a positive manner.

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

Staff promote children's choices and skilfully meet their individual needs.

Staff provided responsive and nurturing care. They encouraged children's curiosity about their own and other's lives by planning a variety of topics and themes which

encompassed world wide celebrations such as 4<sup>th</sup> July the American Independence Day. Staff were confident and relaxed in the delivery of the daily routine which met the children's needs and provided them with stability and a sense of security. They had a sound understanding of how best to support children with additional needs and did so discreetly and as an integral part of the usual routine.

Staff are committed to delivering varied and interesting play which meets children's individual needs.

### **3. Environment**

#### **Summary**

Leaders ensure children are cared for in an environment which is safe, clean and secure. Further consideration should be given to the age range of children attending and the suitability of the overall environment for the older children. Leaders provide good quality play resources.

#### **Our findings**

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

Leaders ensure safety requirements are implemented well.

Leaders had systems in place for ensuring children were well accounted for at all times and all staff understood their responsibilities in relation to this. Collection of a child by an adult unfamiliar to staff prompted further questions and checks before staff were satisfied the child was safe to leave. Leaders had risk assessments in place which had recently been reviewed and which helped to ensure that the environment was free from any unnecessary risks. All areas were clean and welcoming. The outdoor play space enabled children to run, climb and take considered risks safely due to the thoughtful and careful design.

Leaders are effective in ensuring the environment is safe.

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

Leaders provide a supportive and comfortable environment.

The layout of the room provided sufficient play space and there was a wide range of play opportunities available however, these were not all suitable for all the age ranges of children cared for, for example, the home corner and water and sand play and leaders should give further consideration to this. The environment was suitably decorated, warm and welcoming. Display boards attractively displayed important information for parents and were visible from the parent's point of collection. Leaders provided sufficient space for the children to store their belongings safely and ease of access to the outdoor play space facilitated regular outdoor play.

Leaders provide an environment which reasonably meets children's needs.

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

Leaders provide good quality resources and equipment however these are not always best suited to the needs of the children attending.

Leaders had provided a sufficient number of tables and chairs to enable children to eat and participate in craft activities together however, the size of the tables and chairs were not suitable for all the children attending. Leaders should consider providing the older children with larger tables and chairs to sit at more comfortably. Leaders are supported by the school Parent Teacher Association (PTA) to buy new resources and



equipment. They ensure children receive maximum benefit from this by utilising the equipment well and providing suitable storage space to ensure it remains in good condition.

Leaders work collaboratively to provide most children with resources and equipment which sufficiently meet their needs.

## **4. Leadership and Management**

### **Summary**

Leaders are committed to promoting safe practices and have a purposeful vision for their service. They have processes in place for considering the service as it currently is and for planning for improvements. Leaders ensure staff are deployed effectively and that staff are motivated to gain the necessary qualifications. Leaders have developed positive partnerships with parents to ensure the service provided meets their child's needs.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders have a clear vision for their service and promote a culture of safety.

Leaders continue to take timely action to ensure the service remains compliant with the Regulations and National Minimum Standards. There is a clear vision for the service which is shared with staff. The Statement of Purpose is currently included within the 'Policy File' provided to parents and consideration should be given to this being a stand alone document. The Policy File had been reviewed in preparation for the 2018-19 school year and provided an accurate and thorough overview of the service we saw the children receive. Leaders had acted upon recommendations from the last inspection and safe practices and a culture of safety were promoted.

Leaders create a positive ethos and manage the service effectively.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have processes in place to review the service provided and plan for improvements.

Leaders regularly gain the children's views and seek their feedback in order to promote a culture of continuous improvement and reflective practice. They use questionnaires to record the views of the parents and children and use this information well to consider targets for improvements for the coming year and to formulate their quality of care review.

Leaders successfully plan for ongoing improvements.

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

Leaders manage staff effectively to meet the needs of the children.

Leaders keep up to date with child care developments and act accordingly for example; the acting person in charge is currently enrolled on a relevant Playwork qualification in readiness for this becoming a requirement. There are effective registration procedures in place to ensure there are always sufficient staff to meet the needs of the children attending and there are contingency plans in place should any

staff absences require cover. Staff files were available for all staff however the organisation of the relevant paperwork could be improved to ensure compliance with the regulations can be easily monitored by leaders. Children's records were kept up to date and information had been obtained for the children new to the service before they had attended. Leaders and staff had clearly defined roles and worked well together to deliver their responsibilities.

Leaders are committed to ensuring compliance is maintained and that staff are motivated to deliver positive outcomes for children.

#### **4.4 How effective are partnerships?**

Leaders work with parents to improve their child's experiences.

Leaders ensure parents are kept up to date with developments and changes through a termly newsletter. Themes and topics are displayed for their consideration and a weekly snack menu is available. Parents told us they were pleased with the service they received, they felt that procedures in relation to how they collected their child/children had improved and they were confident their child was safe. Parents told us they were kept well informed and we saw that parents had the opportunity to speak with staff.

Leaders nurture and promote positive partnerships.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommend that the provider should:

- Consider more suitable tables, chairs and indoor play resources for the older children.
- revise the organisation of the staff files to make information easier to reference.
- Consider the latest guidance on 'Food and nutrition in childcare settings'.

## **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 6<sup>th</sup> September 2018 between the hours of 15:10 – 17:50. The same inspector conducted a further visit on 18<sup>th</sup> September 2018 between the hours of 16:10 – 17:15.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, three parents and the staff present and
- considered the safety and suitability of the environment for the children.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	James Wilkinson
Person in charge	Stephanie Willey Nia Turner
Registered maximum number of places	30
Age range of children	4 – 11 years
Opening hours	15:20 – 17:30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 September 2015
Dates of this inspection visits	06 September 2018 and 18 September 2018
Is this a Flying Start service?	No – not applicable to this service type.
Is early years education for three and four year olds provided at the service?	No – not applicable to this service type.
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. 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:	