



Childcare Inspection Report on

Golftyn After School Club

**C/O Golftyn Primary School
York Road
Connahs Quay
Flintshire
CH5 4XA**



Date Inspection Completed

03/12/2019

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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

Golftyn after school club operates from within Golftyn primary school in Connahs Quay. Golftyn primary school are the registered organisation and they have appointed Jennifer Gray as responsible individual and Claire Phillips as person in charge of the day to day running of the service. Care is provided for children attending Golftyn Primary School from 14:50 to 18:00, term time only. Places are available for children aged up to 11 years. The service is registered to care for up to 40 children at any one time.

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's well being is always considered and they have a say in activities and how they spend their time. Children are happy and feel safe as they are cared for by familiar staff. Children positively interact together and make their time at the service enjoyable and sociable. Children have some opportunities to be independent and they enjoy their play experiences. Staff are caring and responsive to the individual needs of the children. They manage interactions well and provide appropriate resources and opportunities for the children. The environment is safe and spaces are available for children to access indoors and outside. Resources are suitable for the ages and stages of development of the children and are of a good quality. Leaders manage their service well and understand the importance of self evaluation so improvements can be made. Positive partnerships are developed with parents and the school and these benefit the children and the care they receive.

2. Improvements

Since the last inspection leaders have developed a system to involve children more in the running of the club and activities available.

3. Requirements and recommendations

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

1. Well-being

Good

Summary

Children freely express themselves and have a say in what activities are available and which they want to take part in. They enjoy attending the service and feel safe in the care of familiar staff. Children interact well and learn to respect each other. They enjoy the activities and are given some opportunities to develop their independence.

Our findings

Children confidently moved around the environment choosing from the resources available. They understood they could ask for items they wanted and if possible these were provided by staff. For example, children asked for board games they wanted. Children were consulted about what activities they wanted to take part in the following week through meetings with staff, evidencing their opinions were respected and listened to.

Children were settled and enjoyed being at the service. Children were happy and this created a relaxed atmosphere. Children were familiar with the staff and environment, helping them to feel safe and secure, resulting in them developing positive bonds with the staff and friendships with their peers. Children we spoke with said they enjoyed attending and had lots of opportunities to take part in a variety of activities.

Children interacted well and played cooperatively together. For example, taking turns when playing a board game and sharing resources in the construction area. Children chatted happily together and made their time at the service a sociable experience. Children of all ages played alongside each other and older children were understanding of the younger children's needs, offering help and support if needed. For example, an older child helped a younger child to access the game they wanted to play on the tablet.

Children were engaged and focused on an activity they had chosen and one which allowed them to follow their interests. They had access to resources that were suitable for their age and stage of development, which helped to ensure they enjoyed what they chose to do. Children had opportunities to play alone, alongside their peers or take part in an adult led activity.

Children were confident to independently move around the environment and access the facilities. Children had some opportunities to develop and learn. For example, the adult led planned activity allowed them to develop their creative skills. Children confidently used the tablets independently and shared their games with others. Children had some independence during snack time as they helped clear the plates away when they had finished. However, we noted the snack was prepared and served to the children, which did not encourage or support children to be independent.

2. Care and Development

Good

Summary

Staff keep children safe and implement positive procedures to encourage a healthy lifestyle. They manage interactions in a way that makes them good role models and they work closely with others to ensure the care they provide is consistent and appropriate for children's individual needs. Staff provide a range of opportunities for children that are suitable for their age and stage of development.

Our findings

Staff had appropriate training and knowledge of safeguarding and the policy in place gave them clear guidance to follow should they have concerns about a child. Staff conducted fire drills at appropriate times to help ensure children and staff were aware of how to evacuate the premises if needed. Staff implemented positive practices and followed routines that supported them in keeping children safe and healthy. They provided healthy snack choices with milk or water to drink. Discussions with staff and children evidenced that they had regular opportunities to get fresh air and be active outside, although we did not observe this due to the weather.

Staff managed interactions positively and worked closely with parents and the school to support them if needed and provide consistent care. Staff spoke with the children in a calm and caring manner, teaching them good manners and respect. Staff knew the children well and provided appropriate support and dealt with minor incidents by following the policy. For example, having discussions with the children and using distraction. Staff played alongside children at appropriate times and facilitated their play and learning. For example, playing board games.

Staff provided some opportunities and allowed children some independence. They encouraged them to access the resources themselves and use the facilities, such as toilets independently. Staff gave children some chances to be independent at snack time but this could be developed further. Staff knew the children well as most also worked within the school alongside the children. This helped them to provide a good range of adult led and free choice activities that promoted children's individual needs and allowed them to provide appropriate care to support them.

3. Environment

Good

Summary

The environment is safe and secure with appropriate records kept of children, staff and visitors. Leaders ensure children have access to spaces that allows them to play safely and get fresh air when possible. Resources are age appropriate, well maintained and of good quality.

Our findings

The environment was well maintained and leaders had conducted risk assessments that ensured hazards were managed well and eliminated where possible. Daily and weekly checks were conducted to ensure no new hazards had arisen. Entrance to the service was through the main school reception, ensuring it was secure. Visitors were recorded and registers kept of children and staff, ensuring everyone could be accounted for in an emergency and these records could be referred to in the future if necessary.

Leaders provided a suitable environment where children had access to areas that were of a suitable size for them to play in safely. The main area used was the school hall, which gave space for floor activities and table top games. Other rooms were available if needed when the hall was being used by the school or if more space was needed. The school library was available for use when children wanted to access the computers. The environment was very familiar to the children and provided a welcoming atmosphere where children felt safe and had a sense of belonging. Leaders provided children with outdoor areas to support their physical development. They had use of the schools playground and field, giving them opportunities to be active.

The environment was equipped with a suitable variety of good quality resources. They were age appropriate and stored effectively so they were kept clean and well maintained. The resources had to be put away after every session and set up for when the children arrived, this gave staff opportunity to check them to ensure they were complete and not broken. Some natural resources were available outdoors but we noted this was not reflected indoors. Leaders provide child friendly height tables and chairs, allowing them to feel comfortable and be independent. Facilities, including toilets were also child friendly and could be independently accessed by the children.

4. Leadership and Management

Good

Summary

Leaders implement positive policies and procedures that are understood by staff. They understand the importance of gaining the views of others as part of their self-evaluation procedures. Leaders manage staff well and the recruitment process ensures staff are suitably qualified and experienced to care for children. Leaders and staff have positive relationships with parents and an effective partnership with the school, which benefits the children and the care they receive.

Our findings

Leaders had a clear vision and understanding of the service they offered and this was effectively reflected in a statement of purpose that included all the required information. This allowed parents to make an informed decision about if it is the right care for them and their child. Policies and procedures were in place and they were effectively implemented by staff. Advice from previous inspections had been considered by leaders and some changes made as a result. For example, children were consulted more about what activities and resources were available for them. Leaders ensured required paperwork was organised and contained the required details. For example, children's registration forms were complete.

Leaders evidenced their understanding of self-evaluation and they were currently in the process of gathering the views of parents and children. These were then to be considered as part of the quality of care review. Leaders made improvements when identified and listened to advice given to them from outside agencies to help them improve the care they offered.

Leaders had developed a team of staff who worked well together and understood their roles and responsibilities, which helped ensure the service ran smoothly. Staff files evidenced that there was a robust recruitment procedure in place, which made sure staff were suitably qualified and experienced to care for children. However, some required information on staff was kept in the school records and not in staff files related to the service, which made it difficult to check and refer to.

Leaders and staff had developed positive relationships with parents. They were happy to enter the service and have discussions with staff about their child's time and experiences. Leaders had an effective partnership with the school that helped staff provide consistent care and support for children. The partnership also allowed areas of the environment, knowledge and resources to be shared for the benefit of the children.

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 give children more opportunities to be independent, especially at snack time;
- to introduce more natural materials indoors for the children to access, and
- to include all required information in staff files rather than having some in the school records.

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 3 December 2019 from 15:00 to 17:30.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, five staff files and four children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff and person in charge;
- inspected areas used by the children, and
- gave feedback to the person in charge over the phone on 5 December 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
Responsible Individual	Jennifer Gray
Person in charge	Claire Phillips
Registered maximum number of places	40
Age range of children	4 – 11 years
Opening hours	14:50 – 18:00 Monday to Friday, term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 June 2016
Dates of this inspection visit(s)	03 December 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 05/02/2020