



Childcare Inspection Report on

Simply Out of School Aberkenfig

**St Roberts RC Primary School
Danylan
Aberkenfig
Bridgend
CF32 9AB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

20/01/2020

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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

Simply Out of School Aberkenfig after school club is registered to care for 30 children. The service is based in the school hall of St Roberts RC Primary School in Aberkenfig, Bridgend. The registered person (RP) Sharon Jay also acts as the person in charge (PiC). The service is available for children attending the primary school aged from three to 11 years. The service opens from 3.30 to 5.30pm daily during school term time. The language of the service is English with some Welsh words and phrases used. The service does not offer 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 are happy, valued and experience positive interactions. They benefit from a variety of activities from which they can choose. They have a stimulating and well-equipped environment in which to play and learn. Practitioners that are experienced and knowledgeable understand how to keep children safe and care for them. The PiC has an appropriate oversight of the service and uses feedback to plan for improvements and have a good relationship with parents and the school.

2. Improvements

Recommendations made at the last inspection around children's independence, choice and behaviour have been implemented.

3. Requirements and recommendations

The service is meeting all of its legal responsibilities. We have made one recommendation under the leadership and management theme, information on this is in the body of the report and detailed in section five of this report.

1. Well-being

Good

Summary

Simply Out of School Aberkenfig promotes children's well-being through fun and stimulating activities. They speak confidently and are happy and relaxed in their play. They interact positively with each other and with practitioners and they behave well. Children are given opportunities to develop their confidence, develop, and learn new skills.

Our findings

Children felt safe and happy, they make decisions and express their views and this influences the development and delivery of the service. We saw, for example, that the service has a child participation policy; children help make the rules of the club; there is a complaints policy for children; and a suggestion box on the table at the entrance. They also complete questionnaires about the service as part of the self-evaluation process. Children had plenty of choice and enjoyed the activities for example, construction with the building blocks and colouring with gel pens was very popular. They were made to feel valued and were familiar with the daily routine, which provided them with many opportunities to experience different environments both inside and outdoors. Children were able to form positive emotional attachments with practitioners, and they played happily alongside one another individually or in small or larger groups.

Children told us they are asked what they would like to do each day; and for their ideas for activities and resources. We saw that practitioners had considered children's feedback when purchasing new games and equipment. Children choose what to do, where to play and who to play with. Some played alone, with others or alongside practitioners. Some chose to sit quietly and colour with a practitioner and chat immediately after school. Most children were confident to express their preferences, for example they asked for specific play items from the storage shed and we saw that they had free access to craft materials, toys, books, games and equipment.

Children have a strong voice; they interacted well and had fun at the service. They clearly liked the practitioners and cooperated well following instructions. Children listened and took responsibility. They listened when they were asked to calm down a little as they became very boisterous during a ball game. They took turns well, sharing equipment, such as the balls and nets and miniature pool table. Because of the opportunities they are given, children were motivated and confident to play and learn. Children were enthusiastic and engaged with the range of activities such as colouring in new colouring books and making and decorating lanterns to celebrate Chinese New Year. They experienced free play with practitioners on hand to help with activities when they needed it. Children engaged positively with activities and were eager to show us what they were doing. They were interested in and enjoyed the range of play experiences they had and confident to ask when they wanted other toys or activities. Children were able to accomplish things for themselves and showed patience when waiting for their turn. They have many opportunities to play and explore, to support their confidence and all round development. Children's social skills were developing; they chatted happily with each other and with

adults; they were confident to choose their activities or ask for help from other children and practitioners. They enjoyed playing ball with a pop up target net, which supported their physical development and co-ordination. They engaged in craftwork and construction to develop creativity and fine motor skills. We saw that children helped themselves to water from jugs on the table; they ate at their own pace and cleared their beakers and plates away. Children learn and develop well through play and activities and are becoming independent.

2. Care and Development

Good

Summary

The well-trained team work together to provide consistent care and support to children. Practitioners knew the children well and kept them safe. They are very responsive and support children in developing their skills through play and socialisation opportunities. Practitioners manage behaviour well.

Our findings

Practitioners have a good knowledge of how to keep children safe and healthy. They are well trained and consistently follow the service's policies and procedures. We found that all practitioners have appropriate qualifications in child care, learning and development. They were up to date in core training for health and safety, paediatric first aid, food hygiene and safeguarding. They were aware of the safeguarding policy, which clearly outlines the procedures for reporting concerns about children to an appropriate agency. Fire drills are undertaken with children each term and fully recorded. Records of accidents and incidents were fully completed and countersigned by parents. Practitioners supported healthy eating and we saw children offered a snack of cheese and crackers. There was information about children with allergies or food intolerances and practitioners checked the records before giving food to children. Practitioners encouraged children to be physically active and to play outdoors whenever possible so that they had plenty of exercise and fresh air. The service has a social media and safe internet use policy; children do not have access to the internet and mobile phones are discouraged during club time. We saw that practitioners ensured that a parent or named person signed their child out when they left the club. Practitioners are well aware of their responsibilities to help keep children safe and healthy and have clear policies and procedures to guide them.

Practitioners promote positive behaviour and they are consistent in their responses to children. This helps children to understand what behaviour is or is not acceptable. We found that practitioners followed the service's behaviour management policy; children listened when the PiC told them there was to be no bodily contact when they were playing with the ball and nets. Practitioners were consistently good role models, encouraging appropriate behaviour. For example, they listened to the children and we heard them always say 'please' and 'thank you'. We heard them say 'excellent' and 'well done' when children engaged well in activities, waited their turn and when they were considerate to others. Practitioners put children at ease by explaining that we were there to see what happened at the club and they encouraged children to talk to us. Practitioners manage behaviour well, which supports children's social development.

The service is child centred and practitioners know the children very well and provide play and learning opportunities for all children, based on what children enjoy and request. We saw a good balance of child and adult led activities. Practitioners set up the hall before children arrived and ensured that a good range of opportunities was available for play, and learning. As the club caters specifically for children attending St Roberts RC Primary school children can also attend extracurricular activities before attending the club. Registration forms contained information about children's additional needs,

diets and their preferred language. We heard practitioners promote children's language skills and heard a number of occasions where the Welsh language was used, although it is primarily an English speaking service.

We did not see many toys or resources to which reflected diversity and a multi-cultural society; but we saw that practitioners had led interesting activities to promote knowledge and understanding of the world, including cultural events, religious festivals and celebrations. Practitioners promote children's play and learning; and meet their individual needs very well.

3. Environment

Good

Summary

The Leader ensures that the environment is safe, clean, well maintained and suitable for the age range of children that attend. The club operates from the school hall and has access to a large and secure outside area. There are areas for play, learning, physical activity and relaxation. Resources are good quality and provide children with a wide range of choices to keep them engaged and stimulated.

Our findings

Children are cared for in a safe, clean and secure environment. The club and the outside play area were secure from unauthorised visitors and monitored closely by practitioners. Entry to the hall is via a locked door and visitors must sign in and out. There were detailed risk assessments for all areas and activities, which identified the need to promote children's safety and protect them from harm whilst supporting children to take risks. The records of accidents were typical for the age range and did not raise any concerns about the safety of the environment. Toys and equipment were in good, clean condition and we did not see any hazards during the visit. A recent Food Standards agency inspection had given the service a rating of 4 and stated that all snacks now had to be prepared in the school kitchen. This limited children in developing their skills in making their own snacks, as they were not allowed into the kitchen area. We saw suitable insurance and annual tests for portable electrical equipment and the PiC later forwarded the gas safety certificate for our information as this was held in the school office.

Children have access to furniture, equipment, toys and materials that are appropriate and promote independence. There has been investment in new games for older children following their comments in the previous quality review. The hall is big enough for energetic play, quiet activities and relaxation. Practitioners set up the hall so that children could easily access, explore and engage in a good variety of activities and games that were suitable for their age. Children said that they could play ball games in the hall in wet weather, though there are rules about the types of ball they can use indoors. The club has access to a safe outdoor area including a school field.

There is a wide range of outdoor toys, which the children enjoy; this includes sand and water play, climbing equipment, scooters and football. All of this was stored in an outside storage shed and set up when the weather allowed. Most children could use the toilets independently but as these were outside of the hall, practitioners escorted them there. The premises are well maintained and decorated but as the hall is shared space, children cannot display any of their work. However, they were very happy to show their artwork to their parents and take it home at the end of the session. Leaders and practitioners make very good use of the available space and ensure it is very suitable for the children who attend the club. The games, resources and activities provided children with suitable challenges and opportunities to keep them engaged in play.

4. Leadership and Management

Good

Summary

The Leader ensures that the club is well run and correctly staffed. She ensures that children's needs are met; policies and procedures are clear and effective; and practitioners are supported through supervision and training opportunities. The Leader and practitioners have very good partnerships with parents and staff of the school.

Our findings

The Leader is keen to ensure that the service meets the regulations and national minimum standards and has clear aims for the service. She ensures that practitioners implement the service's policies and procedures. We saw that children and practitioners were very comfortable with the leader and approached them readily. The club has a clear statement of purpose and operational plan, which provide an accurate description of the service. The Leader ensures regular review of policies and procedures and the ones we sampled provided clear information for parents and guidance for practitioners. We saw records for each child that included all the information practitioners need to meet their needs and keep them safe. All the records and documents we looked at were complete, well maintained and stored securely and confidentially in a locked filing cabinet in the hall.

The Leader has systems to review the service and take into account the views of children, parents and practitioners. There are clear systems for gathering the views of children, parents and practitioners. Practitioners encouraged children to voice their opinions and suggestions and we saw that parents had opportunities to talk to practitioners when they collected their children. During the inspection, we saw that practitioners asked children what they wanted to do and made changes wherever necessary. We also saw children's written comments on activities such as more games for older children. We looked at the reports on the quality of care for 2018-19 and found that the leader formally reviewed the quality of care through annual questionnaires for children, parents and practitioners. We saw that the report used feedback from children, parents, practitioners and CIW recommendations to plan activities and develop resources. However, the review was basic and did not fully reflect all of the information gathered although the systems in place to identify and plan for future improvements to the service are good.

The Leader ensures that there are sufficient numbers of practitioners available for the children attending and that there are plenty of resources available for all age groups. We saw that leaders used practitioners and resources effectively and worked well together. Practitioners we spoke to said they very much enjoyed the work; they felt well supported and had regular opportunities to exchange information. Records we looked at and discussion with the leader indicated that practitioner ratios always met or exceeded the minimum standards and there were suitable arrangements for supervision and annual appraisals of performance.

Practitioner records are held securely in a locked filing cabinet and we saw that the recruitment process followed regulations and records contained the required information including identity documents, current Disclosure and Barring Service (DBS) checks, evidence of qualifications and references.

Relationships between the leader, practitioners, children and parents are strong and there is a positive partnership between the club and the wider school. We saw that several parents stayed for a while when they came to collect their children and there was friendly discussion between practitioners and parents. There was general information about the club on a notice board and the club has a secure Facebook page to keep parents informed about activities and events. We spoke to a number of parents when they collected their children and they were all very happy with the contact they have with practitioners and the feedback they receive about their children at the end of the session. They said the service supported them well, enabling them to continue with their jobs and described how happy their children were at the club and how they often wanted to stay longer with their friends. Parents confirmed they would feel comfortable in approaching the leader and practitioners if they were unhappy or needed further information. The Leader and practitioners have good relationships with children, parents, and the school.

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 registered person consider ways in which to improve the quality of care review to fully demonstrate what the service offers.

6. How we undertook this inspection

This was an unannounced inspection carried out as part of our schedule of inspections. One inspector visited the service on 20 January 2020 between 3.20pm and 6.15pm.

We:

- inspected a sample of documentation and policies;
- observed practice to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to some of the children, the registered person, three parents and practitioners;
- looked at the areas used by children and resources on the day of our inspection, and
- gave verbal feedback to the registered person on our findings including areas for improvement.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Sharon Jay
Person in charge	Sharon Jay
Registered maximum number of places	30
Age range of children	3 – 11 years
Opening hours	3.30pm - 5.30pm Monday to Friday term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 August 2017
Dates of this inspection visit(s)	20 January 2020
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. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	

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