



# Childcare Inspection Report on

**Jumping Jacks Out of School Club**

**Ysgol Rhiwabon  
Pont Adam Crescent  
Ruabon  
Wrexham  
LL14 6BT**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

26/09/2019

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<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

Jumping Jacks Out of School Club is operated from rooms within Ysgol Rhiwabon, Wrexham. The service operates Monday – Friday 15:00 p.m. – 18:00 p.m. and is registered to care for 32 children. The registered persons are Joanna Smith and Gillian Kearsley, with Gillian Kearsley also being the person in charge of the day to day management of the service. The service does not provide the Welsh Language ‘Active Offer’ and operates through the medium of English.

## 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 at this service are happy, contribute fruitfully to ideas and interact positively with each other and practitioners. They are cared for by qualified practitioners who fully understand their stage of development and who encourage their independence. The environment suitably meets their needs and provides them with sufficient space and resources to enable them to make choices and play successfully.

### 2. Improvements

This is the first inspection of this service at its new premises. Leaders have worked productively with parents to arrange suitable transport and chaperone systems, which enables children from various schools to attend.

### 3. Requirements and recommendations

We made recommendations about care and development, in relation to conducting dynamic (‘live’) risk assessments as the children participate in activities, recording children’s individual needs and some aspects of the environment.

## **1. Well-being**

**Good**

### **Summary**

Children are aware of the options available to them and are able to make choices and decisions for themselves. They feel happy, secure and receive consistent care, which helps them develop positive self-esteem. Children interact positively. They are becoming emotionally resilient and learning to manage their behaviours appropriately. Children have positive attitudes to new experiences and express awe and wonder in their discoveries. Children are developing confidently with frequent opportunities provided for them to develop creatively and socially.

### **Our findings**

Children knew where the toys and resources were kept and were able to choose from them with ease. They knew and respected the rules of the service and told us that there were some resources they had to ask for before they could use, such as craft resources. Children were able to lead their play, asking to go outside and choosing freely how and where they played.

On our arrival children were relaxed, happy and safe. They were relaxing on the sofas playing a game, snuggled under blankets they had chosen to collect from a selection in the corner of the room. They were familiar with the practitioners caring for them and knew the daily routine well, which gave them a sense of belonging.

Children interacted positively with each other and the practitioners caring for them. They thoroughly enjoyed collecting the fallen conkers with the support and involvement of practitioners. They excitedly brought them to us to see before putting their finds safely away to take home. Children were active and curious and showed awe and wonder when one child found a caterpillar. They carefully took turns to look at the caterpillar on their friends hand before placing it in the butterfly enclosure, consolidating on their previous learning and experiences of growing butterflies from pupae.

Children were content to sit alongside their friends to play games and complete craft activities. They chatted pleasantly together and reminisced with practitioners about previous experiences and outings they had whilst at the service, such as attending the Wrexham Family Information Service fun day. Overall children behaved well; any unwanted behaviours being swiftly responded to by practitioners with children respectfully responding and adjusting their behaviour accordingly. Children were confident to talk to us about their experiences, and knew that their views and opinions mattered as there was a suggestion box they could place ideas in to.

## **2. Care and Development**

**Good**

## Summary

Practitioners promote healthy lifestyles by ensuring children have regular opportunities to be physically active and receive food which is in line with best practice guidance. They ensure children are able to take calculated risks and that safety is promoted, however, practitioners ongoing dynamic risk assessments as the children participate in activities could be developed. Practitioners implement successful behaviour management principles and are consistent in their approach. They have a secure understanding of how to meet children's individual needs however, this is not always recorded. Practitioners successfully implement the play work principles, allowing children to lead and direct the play.

## Our findings

Practitioners understood and respected the aims of the service and allowed children to lead and direct the play; acting as positive role models and facilitating the children's chosen play. They understood the need to follow policies and procedures accurately for the children's benefit. For example, they ensured that tables were cleaned appropriately after use and the environment was kept hygienic. They completed accident and incident records consistently and used a body map to evidence the location of the injury; all records, being signed by parents in recognition of having been informed.

Practitioners understood individual children's needs, both medical and developmental and met these effectively. However, little information was recorded about children's individual needs and how best to support them, meaning that, should a change of practitioners occur, valuable information on meeting children's needs could be lost.

Practitioners were aware of fire safety procedures, with fire evacuation drills having been conducted within the last six months and an induction to the new premises being conducted on commencement of working in this new location. Snacks provided to the children met with those recommended for after school provisions and promoted a healthy diet. Practitioners' ensured fresh drinking water was readily available to the children throughout the afternoon with a self-serve container encouraging the children's independence.

Through active participation and modelling positive behaviours practitioners encouraged children to participate in active play and exploration outdoors. They encouraged children to take calculated risks and have fun. On occasion, participation in the children's play did mean that potential risks were not being as closely monitored as could be and practitioners were reliant upon leaders reminding them of the risks and adjusting the play accordingly. Practitioners should develop their dynamic risk assessments to ensure hazards are swiftly eliminated for the benefit of children.

Practitioners were fair and made their expectations for standards of behaviour clear. They were skilful in identifying and eliminating potential triggers and encouraged children to relate to each other appropriately, take responsibility for their behaviour and become self-disciplined.

Practitioners are child led in their planning of activities. We saw that children had made a list of possible activities they would like to do and that practitioners were using this list to ensure children had opportunities which were of interest and appealed to them. For example, some children were completing a craft activity gluing sparkly stickers on to unicorn templates. Practitioners had a positive understanding of how to support children with additional needs and promoted equality and diversity well.

### **3. Environment**

**Good**

#### **Summary**

Leaders ensure children are cared for in a safe, clean and secure environment, which is child centred, warm and welcoming. They provide children with a wide range of toys and equipment which are developmentally appropriate for them and which are in good condition. Thoughtful layout ensures children are able to access furniture, equipment and materials they need with ease. Resources are provided in quantities which enables children to have choice and play alongside their friends. Leaders understand the need to offer children a range of sensory experiences through their play and offer them natural and tactile resources to aid this.

#### **Our findings**

Leaders ensure the premises meet the standards of the National Minimum Standards for Regulated Childcare. It is freshly decorated and clean throughout. The layout offers children choice and variety with large open spaces, tables and chairs and sofas to choose from. Procedures are in place to ensure there is no unauthorised access to the premises and signing in procedures means a record is kept of visitors to the service. The main playroom offers children ease of access to the outdoor area, which leaders utilise regularly. Risk assessments are in place and are kept under review. However, leaders should ensure the detail within the risk assessments is sufficient to keep practitioners well informed of potential risks. Leaders had effective procedures in place to check the environment each day for hazards. They had identified the potential hazards related to transporting children, issuing practitioners with contracts for their 'escort' duties which detailed their roles and responsibilities in keeping children safe.

Leaders ensured the whole environment provided a range of play opportunities and careful storage solutions meant that children were able to access toys and resources independently. Leaders told us there was a further range of toys stored in the garage and that these were rotated between this service and a local playgroup to ensure the children were offered variety. Leaders knew the children well and knew which toys were of particular interest to them and which were their favourite. New storage cupboards offered further practical storage, however, there was a lack of storage for the children's belongings and leaders should consider a timely solution for their storage.

Leaders consider risks well when taking the children off site, and have procedures in place such as wearing high visibility vests and badges displaying the service mobile phone number to ensure children are safeguarded in unfamiliar environments.



## **4. Leadership and Management**

**Good**

### **Summary**

Leaders have a clear sense of purpose and understand their requirements to run the service in accordance with the National Minimum Standards for Regulated Childcare. They write and implement policies and procedures, which are successful in securing positive outcomes for children and promote a culture of reflective practice and continuous self-improvement. Leaders follow safe, robust and timely recruitment processes, they ensure practitioners have clarity of their roles and responsibilities and have effective induction procedures in place. Leaders include parents in their service and build trusting relationships through clear communication.

### **Our findings**

Leaders have clear aims and a vision for their service, which they share through their Statement of Purpose. They are passionate about what they do and deliver their service in accordance with their policies and procedures. They have settled well into their new premises and are becoming part of the host school's community, which is benefitting the children, for example, by allowing opportunities for activities such as trampolining and dodgeball.

Leaders are organised and have effective systems in place to ensure staff training is kept up to date. They are reflective, evaluate their effectiveness regularly and plan for improvements. They seek feedback from parents regularly and gauge their views daily. We heard a general discussion with a parent, which resulted in the person in charge putting procedures in place to improve practice for the following day. This demonstrated a responsive approach.

Leaders have safe and timely recruitment procedures in place and ensure practitioner fitness checks are undertaken appropriately. They offer children continuity of care and plan effectively for staff changes, such as maternity leave, to ensure there is sufficient and suitable cover for the children. Leaders recognised that working from a new premises required practitioners to have a new induction and these had been completed with all practitioners. Leaders had effective systems in place to ensure practitioners received annual appraisals and the opportunity to discuss their practice.

Leaders work successfully with parents to offer a service to the children, which meets both the children and the parent's needs. There are systems in place which enable parents to contact the service throughout the evening. For example, parents could communicate with practitioners through messages to the service mobile phone and photos of the children participating in various activities through the service's social media page. Parents are kept well informed with verbal feedback about their child's day being given at handover. The registered persons ensure that links with the local community are positive and that

opportunities available through other partners are utilised, for example, the Family Information Service open day.

## **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 leaders could:

- Explore ways to capture more information about individual children and how practitioners can best meet their needs. For example, the use of one page profiles;
- ensure practitioners are dynamically risk assessing and adapting each activity as the children participate in them to ensure risk is minimised;
- offer children a suitable storage space for their personal belongings.

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

This was a full unannounced post registration inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on Wednesday 25 September 2019 between the hours of 15:37 – 18:50.

We:

- observed the children and the care they received throughout the evening;
- spoke to the children, the practitioners, and the Registered Persons;
- looked at a wide range of records including, accident records and recruitment files;
- inspected the premises indoors and outside and considered the quality and range of toys and equipment available.

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	Childrens Day Care Out of School Care
Responsible Individual	Gillian Kearsley Joanna Smith
Person in charge	Gillian Kearsley
Registered maximum number of places	32
Age range of children	4 – 18 years
Opening hours	Monday – Friday 15:00 – 18:00 during term time and Monday – Friday 08:00 – 18:00 during school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection of this service since registration.
Dates of this inspection visit(s)	26/09/2019
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 ‘More Than Just Words follow on strategic guidance for Welsh language in social care.’
Additional Information:	

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