



Inspection Report

Gold Stars After School Club

**The Old Library
Singleton Road
Splott
Cardiff
CF24 2EY**



Date Inspection Completed

10/05/2021

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About Gold Stars After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Gold Stars After School Club
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection of the service.
Is this a Flying Start 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.'

Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children are happy and settled. They enjoy being with their friends and staff. Children have opportunities to choose how they spend their time at the setting. They develop appropriate levels of independence in line with their age and stage of development.

Staff have a suitable understanding of how to keep children safe and healthy. They work well together and deliver warm and nurturing care to children. Staff know the children well and manage children's behaviour in a positive way.

The environment is clean and spacious. The range of toys, resources and equipment provided enhance children's play.

Some practice and paperwork requires improvement to meet the National Minimum Standards. Staff speak highly of their managers and parents are complimentary of the care their children receive. Strong relationships with community groups are established.

Well-being

Children choose how they spend their time at the setting. They quickly engage in the variety of toys and activities available to them. Children are confident to approach staff to chat or to ask for help. They make suggestions in planning of activities and their views and choices influence their play.

Children are content and benefit from forming friendships across the age range. They play happily together or alongside each other. For example, we observed children smiling and laughing as they enthusiastically joined in with a game of 'Simon Says'.

Children are beginning to understand their feelings and are becoming sensitive to the feelings of others. We saw older children checking on their younger friends, helping them complete a colouring and craft activity. A group of children playing a card game took turns well and relished competing with their friends.

Children learn self-help skills and are encouraged to carry out tasks independently. They store their belongings and wash their own hands on arrival, and recycle their waste after snack time. Children welcomed us (CIW) happily telling us about their favourite things to do at the setting. One child told us they *'really love coming to the club to play with their friends.'*

Care and Development

All staff have training in child protection, first aid and food hygiene. They have a suitable knowledge of how to keep children safe and healthy. Staff ensure that children wash their own hands before snack. Snacks provided are healthy and nutritious. We saw children enjoy a wide variety of cold snacks including, ham, cheese, fruit, wraps and yoghurt. We saw that children sit on the floor to eat their snack and watch TV. Whilst this is not hygienic, it is also a missed opportunity to make snack a sociable time. We discussed this with the manager who told us, four days a week children have access to an adjoining room where they sit at tables to eat their snacks. Staff have a competent understanding of safeguarding issues and know that leaders will respond to any concerns raised. There is a child protection policy in place, although the policy does not outline clear procedures regarding allegations against the manager. Staff complete records relating to accidents and incidents but parents do not sign and date these. Regular fire drill practices ensure that staff and children are aware of how to evacuate the premises safely.

Staff interact well with children. They chat easily with children to support their play and learning. One child smiled gleefully, proud of their achievement as a staff member helped them to understand the rules of a board game. The behaviour management policy focuses on encouraging positive behaviour. Staff follow the policy and manage children's behaviour effectively, using beneficial strategies. They praise children frequently. Staff closely observe children's play and are on hand to help children resolve any issues, skilfully intervening if necessary.

Staff know children well and understand their individual needs and preferences. They plan a range of activities that appeal to children's interests. A group of children recently requested to make a bird box, staff are currently sourcing suitable equipment for this project. Staff use their own interests and talents to engage children. One staff member told us how much children enjoyed a finger stitching activity she carried out with them. Many children attend a Welsh speaking school however, we heard staff use limited Welsh language.

Environment

The environment is safe and secure and provides ample space for children to play. Effective policies and procedures help keep everyone safe during the Covid 19 pandemic. Staff complete daily safety checks to identify and where possible eliminate any risks to children's safety. Routine maintenance checks for the building and heating are undertaken. Registers record the times that children arrive at and leave the setting.

People who run the service ensure that the environment is suitable for the children. There is one large open play hall and toilet facilities located directly off the room. There is a separate storage room for children's belongings. Toys and resources are stored away safely in a large cupboard at the end of each session. The environment is clean and well maintained. An information board displays useful information such as activity plans and children's dietary requirements, ensuring that staff are well informed. Children have access to outdoor play in the local school playground and eco gardens, situated next door to the setting.

People who run the service provide a range of well maintained equipment for children. We saw children using a selection of play materials including a dolls house with accessories, garage and cars, x box, amazon digital tablets, as well as board games and craft materials. Toys and equipment are cleaned and disinfected regularly.

Leadership and Management

There is a clear statement of purpose providing parents with accurate information about how the setting runs. All mandatory policies and procedures are in place; a small number of these did not contain all required information. Children's records provide information to ensure that staff meet children's individual needs.

People who run the service carry out thorough checks to ensure all staff are suitable to work with children. Staff receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. Regular staff meetings ensure that staff are able to share ideas, reflect on their practice, and improve within their role. All staff have up to date mandatory training. Contingency plans to cover unexpected staff absences are not robust to ensure cover in a timely manner. During our feedback discussion leaders identified this as an area for improvement and plan to adapt procedures. There is a complaints policy in place; however, it does not outline how children over the age of eight can raise a complaint.

Partnerships with parents are good. Parents receive daily verbal feedback about their child's time at the setting at the end of their child's session. Parents we spoke to said that they were very happy with the service provided and told us they had good relationships with the managers and staff. Leaders develop very good links with outside agencies, which enhance and enrich children's experience at the setting. For example, D.J. sessions with a local musical youth service, drama workshops with a local theatre company and weekly sing-a-long sessions with student volunteer.

Recommendations to meet with the National Minimum Standards

- R1. Always arrange snack time to provide a social opportunity for children, using tables and chairs.
- R2. Ensure parents sign and date accident/incident records.
- R3. Increase the amount of incidental Welsh language used.
- R4. Review and update policies.
- R5. Review and strengthen contingency plans to cover unexpected staff absence.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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