



Childcare Inspection Report on

Croes Atti After School Club

**Ysgol Croes Atti
Heol Gaer
Flint
CH6 5DU**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/10/2019

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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

Croes Atti After School Club is registered to care for 32 children and operates before and after school every Monday to Friday during school term time. Children who attend the Club also attend Ysgol Croes Atti, a Welsh medium school. The Club has use of the hall and school computer suite. The registered person (RP) is Christine Sargeant and the person in charge (PIC) on a daily basis is Shelley Beckett.

Summary

| Theme | Rating |
|--|----------|
| <u>Well-being</u> | Good |
| <u>Care and Development</u> | Good |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Adequate |

1. Overall assessment

Children experience warm, attentive care at this small and caring service. Their well-being and self confidence are enhanced with children learning the importance of politeness. Gentle, and competent practitioners provide a varied play environment and guide children sensitively and meet their every need. The environment is spacious and adequate for after school care. Leaders ensure the safety of children and are supportive of the practitioners and provide necessary training and resources. Partnerships with parents and the school benefit the children and their families.

2. Improvements

Electronic tablets and computer games have been obtained since the previous inspection to help children with various activities.

Some paper records were updated between the inspection visits.

3. Requirements and recommendations

We made three recommendations in relation to snacks, the environment and the leadership of the group.

1. Well-being

Good

Summary

Children have a voice and make choices confidently. They are able to communicate effectively and older children express their opinions considerately and maturely. They are successfully learning values of respect and politeness as they relate to practitioners and other children. Children are active and enjoy activities at this service. Children are learning, developing well and becoming independent.

Our findings

Children spoke and communicated their needs and preferences confidently and these were met promptly for example when they asked for more to drink. They expressed themselves well and had good linguistic skills and older children presented as confident and mature. They made appropriate choices and decisions because they were aware of the options open to them. They had a choice of activities and were seen helping themselves to boxes of building blocks. Children could contribute to the planning of activities occasionally such as suggesting pizza nights.

Children were very settled and happy to approach the practitioners for resources such as cake decorating items. Children were familiar with the routine, which gave them a sense of security and were happy to tidy up. Children had bonds of affection with the practitioners who knew them well and fostered their self-esteem. They were making friends and playing happily with each other.

Children interacted and co-operated well with their peers and adults. They played alongside and with each other at various times and shared items such as crayons and colouring pens. They helped each other with decorating paper plates to reflect the theme of Halloween.

Children were fully and enthusiastically engaged in their leisure and recreational activities such as creating Halloween decorated biscuits. They were excited as they entered the hall and saw the decorating items set out. We observed a child maintaining interest in a task as they concentrated for a long time whilst researching pictures on the computer of monsters to copy.

Children were developing skills to promote their all-round development through play, including drawing and using implements to decorate biscuits. Children were able to accomplish things for themselves as they went to the toilet and washed their hands independently. They collected their coats and bags and played games with little support needed.

2. Care and Development

Good

Summary

Practitioners keep children safe and healthy in a caring atmosphere. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, provide social activities and meet children's individual needs.

Our findings

Practitioners understood and implemented policies and procedures for the service. They knew the process to follow should they have a safeguarding concern and contact details for the relevant agencies were available. Practitioners had current First Aid qualifications and accident forms were available for parents to sign at the second visit should they be required. A snack of cereal bars was offered with water to drink on both afternoons. We have made a recommendation to assist with providing a greater variety of snack. Fire drills were conducted and discussions evidenced practitioners know how to evacuate the children from the premises. Children told us that they go outside to play on the schoolyard most days but it was raining heavily on the first day of the inspection and during the second visit children were cared for in the computer suite with no access to the outdoors. Children benefit from the physical exercise and fresh air which outdoor play affords.

Practitioners promoted positive behaviour well through celebrating good behaviour. They showed respect for children's views and managed behaviour according to agreed procedures in the policy. Practitioners supervised the children and gave them enough to do. They played with the children and dealt with any issues before they escalated. They praised children often, for example for placing stickers on a chart or for completing decorating tasks.

Practitioners provided a nurturing and caring atmosphere and ensured responsive care as they knew details about the children, which had been shared by the parents. Allergies and medical conditions were known about and catered for. Practitioners promoted the development of all children by planning and providing special activities. Children had the opportunity to practice speaking Welsh in a relaxed and child friendly environment. Practitioners knew the children well as they also worked in the school, which meant they chatted purposefully about events in which they were interested.

3. Environment

Adequate

Summary

Leaders provide a clean, secure and safe environment and written risk assessments ensure practitioners are aware of how to keep children safe. The environment is mostly suitable, being child centred and varied, giving the children first hand experiences. Outside there is a large enclosed playground where children can play. Leaders make sure the quality and variety of the resources are suited to the age groups attending.

Our findings

Leaders ensure that the environment is safe and secure. There was no unauthorised access as there was a locked entrance to the school and a record was kept of visitors. We saw risk assessments evidencing that practitioners knew what the risks were and how to manage them. These had been reviewed and dated recently. Practitioners supervised the children well, ensuring their safety.

Children were provided with sufficient space and all areas were clean, and well decorated. The hall was set out with table top games and toys on the floor. However, there was nowhere for children to relax after a busy day and activities in the computer suite were limited. The children were familiar with their surroundings and could access facilities such as toilets easily.

Children had access to a range of good quality, play and learning resources including paper with a variety of crayons, pencils and pens. These were available in sufficient quantity to ensure children had an interesting choice. All toys and games were clean and in good order. Equipment, games and furniture was suited to the ages of children attending. New games had been bought enabling consistent variety.

4. Leadership and Management

Adequate

Summary

The leadership is knowledgeable and strives to provide a quality service. Self-evaluation is basic and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Partnerships with parents and the school are effective for the benefit of the children and their families.

Our findings

Leaders, being the registered person and person in charge have a sense of purpose and expectations to promote improvement and good outcomes for children. For example we observed happy and competent practitioners who felt supported. There was consistent practice and practitioners worked well together and had a good rapport with children. Leaders ensured legal obligations were met such as public liability insurance but some documents such as a record of fire drills were only available at the second visit. There was a clear, reader friendly Statement of Purpose which gave the required information. All daily records were organised and easy to manage, for example registers clearly recorded the attendance of children and practitioners. Details in the registration forms were comprehensive and parents kept details such as phone numbers updated.

Leaders know their service well and promote a positive culture of continuous self-evaluation and improvement which is embedded in daily practice, as was evidenced in the improvements made, such as purchasing new games. A formal report of the annual review was available at the second visit. Improvements identified in the annual review had been implemented such as an easy payment system for parents. The review also acknowledged that although numbers attending were currently low, the children were staying longer each day.

Practitioners had a good knowledge of children which enabled them to promptly meet their needs and they had a gentle and kind manner with the children. Leaders had ensured the practitioners were sufficiently qualified and had attended additional training such as safeguarding and first aid. Practitioners also worked in the school which helped to ensure that messages were transferred from the school at the end of the day.

Leaders and practitioners were approachable and communicated openly with parents when required. Parents can speak to practitioners daily, we saw parents collecting their children and plenty of time was given to exchange information. The links with the school were close and this enabled the service to offer consistency of care.

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 three recommendations:

- to consider the Food and Nutrition for Childcare document on the Welsh Government website which gives examples of a variety of nutritious snacks;
- to consider the environment where the club is held to provide stability for the group and a space where children will feel it is theirs and
- to consider support for the registered person who is leading the service alone with the practitioners.

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 18 October 2019 from 15.15 – 17.00 and a further visit on 22 October from 15.15 – 16.30 was undertaken to complete observations and feedback to the registered person.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and two practitioners;
- inspected the areas used and
- reported our findings to the registered person.

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

www.careinspectorate.wales

7. About the Service

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| Type of care provided | Children's Day Care Out of School Care |
| Registered Person | Christine Sargeant |
| Person in charge | Shelley Beckett |
| Registered maximum number of places | 32 |
| Age range of children | 4 – 11 years |
| Opening hours | 7.45 – 9.00 am and 15.00 – 17.30 pm during school term time |
| Operating Language of the service | Welsh |
| Date of previous Care Inspectorate Wales inspection | 11 March 2016 |
| Dates of this inspection visit(s) | 18 and 22 October 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? | Yes This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use the service. |
| Additional Information: | |

Date Published 13/12/2019