



# Childcare Inspection Report on

**Goytre After School Club**

**Goytre Fawr Community Centre  
The Old School  
School Lane  
Penperlleni  
NP4 0AH**



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## **Description of the service**

Goytre After School Club operates from a community building in the village of Goytre. It has been registered since June 2004 and can provide out of school care for 56 children up to the age of 12 years. The service operates between 7.30am and 8.50am (Before School Club) and 3.30pm and 6.00pm (After School Club). There is also a holiday club that operates between 8.00am and 6.00pm during school holidays. An all day club is available between 8.00am and 6.00pm on days when the school is closed for training (INSET). The service also operates a 'bus club' for children attending the school who travel by bus. The RP is Roger Howells. He employs a full time person in charge (PiC) to run the service on a day to day basis.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy at the service and have opportunities to take part in a good range of activities that support their all round development. The staff team is suitably qualified and experienced and have a good understanding of child development. The environment is very well resourced although some improvements are needed to the outdoor space in order that children can access all play areas. Leadership is generally effective although there is a need to ensure that all required documents are regularly reviewed.

### **2. Improvements**

- The roof has been repaired;
- a new boiler has been fitted and
- the building has undergone internal re-decoration.

### **3. Requirements and recommendations**

There were no areas of non compliance identified during this inspection. Good practice recommendations are highlighted at the end of this report.

# **1. Well-being**

## **Summary**

Children are happy and settled at the service. They enjoy a good selection of appropriate activities and have access to a very good range of resources which are suitable for the age range of children who attend the setting. Children are confident to approach staff and have developed positive relationships with those who care for them.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are confident to approach staff because they know they will be listened to. We saw that there were plenty of opportunities for children to choose their own activities and follow their interests. We heard staff encouraging children to communicate through role play and joining in with activities and noted that all attempts to communicate were valued. We saw evidence that children are asked for their opinions through questionnaires and we were told that children contribute to ideas for activities, particularly during holiday club, although these ideas are not recorded and we discussed the possibility of developing this with the PiC. We saw that children were able to choose from a good range of resources that they were able to access independently and we heard children asking staff if there were any more boxes they could use to build a den. Whilst no more were available, this was explained to the children and they were satisfied with the response.

Children generally express themselves well and are encouraged to offer their opinions.

### **1.2 To what extent do children feel safe, happy and valued?**

Children at the service are settled and relaxed. We saw that children knew the routines which gave a sense of security. We heard lots of praise for activities that children had completed such as art and craft work and children responded well to this. We saw that when one child had produced a drawing for a member of staff they were told that she would put it in a plastic pocket to keep it safe and take it home with her. This shows that children's efforts are valued. We also saw two children taking part in a drawing competition, asking staff to judge their pictures. Staff responded sensitively praising both children for their efforts and pointing out the things they liked in both drawings.

Children at the service are happy and know that their contributions and efforts are valued.

### **1.3 How well do children interact?**

Children at the service generally interact well. We saw groups of children playing together and chatting happily with staff and their peers. They have formed friendships and have positive relationships with the people who care for them. We observed two

younger children completely engaged in a 'cooking' role play activity in the sand. We heard one child asking the other "*Would you like an ice cream?*" and the child responded by pretending to eat it. Children were seen taking turns and sharing toys such as cars and when minor disagreements occurred, children were helped to resolve them by staff. We heard staff reminding children that it was good to share and we noted that children responded well. We saw that staff joined in with activities, supporting and encouraging conversations.

Overall, children interact well and are learning to take responsibility for their own behaviour.

#### **1.4 To what extent do children enjoy their play and learning?**

Children are generally engaged and are provided with activities to stimulate their interests. We saw that children persevered for an appropriate length of time with activities such as den making and role play. We were told by older children that they particularly enjoyed the chess club that runs on a Tuesday and Wednesday and wished it would run more often. On the day of our visit we saw that a good range of activities were provided. However, some parental feedback, in the form of questionnaires, suggested that they would like to see additional activities for older children. We saw that there were opportunities for children to relax and take part in quieter activities such as reading. We noted that there was an extensive library area with an excellent variety of books. We were told by the PiC that children are able to borrow books to take home with them.

Children are able to follow their interests and are suitably engaged at the service.

#### **1.5 How well do children develop, learn and become independent?**

Children are provided with opportunities to develop independence. We saw that many resources were easily accessible to children and they were able to make appropriate choices because they knew the activities on offer. Children used the toilets independently and washed their hands before snack time. We saw that there was drinking water readily available that children could access independently. Children were able to choose where they wanted to play and we saw that most children chose to play outside. We noted that when one child wasn't feeling well they chose to go inside where it was cooler and quieter. This decision was respected by staff and supervision was arranged accordingly. We saw photographs of children taking part in a wide range of activities such as technology skills; building bird boxes, making tin can lanterns and catapults. We also saw evidence that during the holiday club children had taken part in bug hunts and had opportunities to learn about reptiles.

Children have opportunities to become independent and take part in a good range of learning experiences that support their all round development.

## **2. Care and Development**

### **Summary**

Children are cared for by suitably qualified staff who know them well. Staff are aware of key policies and procedures and are confident about how to report safeguarding concerns. There are adequate procedures in place to keep children safe although some recommendations were made in relation to record keeping procedures.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have a good understanding of how to keep children safe and healthy. We saw that staff had up to date training in food hygiene, paediatric first aid and safeguarding. We spoke to staff who were able to discuss safeguarding procedures and we noted that most staff had attended training on 'Prevent' which is a government initiative to help recognise signs of extremism and radicalisation. We saw that a part time member of staff was employed to prepare snack which included a good range of fresh fruit and vegetables. The service has achieved the healthy snack award and has a food hygiene rating of four. We noted that tables were cleaned before and after eating and hand washing procedures were in place. We were told by the PiC that medication is very rarely administered but if needed, parental permission is gained. Children attending the service do not have access to electronic devices therefore there is no internet safety policy. We looked at accident and incident records and saw that these were of the expected nature for the age and stage of development of children attending the service.

Overall, children at the service are kept safe and healthy by a suitably qualified and knowledgeable staff.

#### **2.2 How well do practitioners manage interactions?**

Staff are consistent in their approach to managing interactions. We saw that staff were good role models, treating each other and children with respect. We heard lots of praise for good behaviour and when reminders were needed these were done in a sympathetic way. We heard staff talking to children about sharing appropriately and saw that staff played alongside children to model conversations and interactions. We heard that children used good manners and staff reminded them of the importance of saying 'please' and 'thank you'. Children responded well to staff requests and were aware of the rules. We did note that there had been an incident where a member of staff had needed to intervene to move a child away. We saw that it had been recorded in detail and information had been shared with parents. However, we discussed with the PiC and RP the possibility of staff attending behaviour management training and the importance of using appropriate terminology when recording incidents.

Interactions are managed appropriately and there are consistent expectations of behaviour.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff are responsive to individual needs. We saw that staff were caring and have good relationships with the children. They made good use of opportunities for language development although we discussed with the PiC and RP that we had not heard the use of incidental Welsh during the sessions. We heard lots of lovely conversations between staff and children and these were often instigated by the children. We noted that one child had one to one support and the member of staff did this appropriately, giving the child time to be independent and offering support when needed. We spoke to staff who were able to tell us about the needs of many of the children, demonstrating that they knew them well. We saw that most of the activities were child led although there was a rough outline of the plans for each week. The PiC told us that due to the number of resources the service has, they are rotated weekly. However, they are aware of the children's favourite activities and these are always available to them. We were told that children offer suggestions of what they would like to do but at present these ideas are not recorded.

Overall, individual needs are met and children's play and learning is promoted.

### **3. Environment**

#### **Summary**

Children are cared for in a secure environment. Facilities are clean and suitable for the purpose. Risks are generally assessed and where possible eliminated. Some improvements are needed to the outside play space in order that all areas are accessible to children.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders have systems in place to ensure that the environment is secure. We saw that gates and doors were secure. Visitors are required to sign in and we noted that identification was checked on arrival. There are four CCTV cameras in place, covering the outside area. Risk assessments were in place to ensure that indoor and outdoor play spaces were safe and these had recently been reviewed. Gas and electrical safety certificates were seen to be current and fire safety equipment had been tested. We saw records that fire evacuation drills had been undertaken, although records were limited and we discussed the need to keep more detailed accounts with the PiC and RI. We saw that insurance policies were current. We noted that part of the outdoor play area was not accessible to children due to some maintenance issues. This was a natural, wooded part of the outdoor area which would add to the choice and variety for children. We discussed the need to improve this area during feedback. We were told by the PiC and RP that there had been some issues but they planned to carry out the work and to use the area. We also noted that there were some additional maintenance issues in the yard area such as rusty drainpipes that needed attention.

Overall the environment is safe, secure and risks are minimised.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders ensure that the environment is suitable for the age range of children cared for. We saw that there was plenty of space for children to move around independently and many resources were stored at low level and were easily accessible for children. The indoor play areas have recently been redecorated and we noted that the large play room was thoughtfully arranged and allowed space for children to be physically active when the weather is not appropriate for outdoor play. The outdoor play space has a number of different areas, some of which are around corners, and staff were seen to monitor all areas so that children were appropriately supervised at all times. We saw that children were able to take appropriate risks in a safe environment through use of resources such as scooters, bouncers and pogo sticks.

The environment is arranged in a way that promotes children's independence and allows them to move freely.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders ensure that the environment is very well resourced which provides variety and choice for children. We saw that furniture was of suitable size and design for children. Resources were of good quality and we were told by the PiC and RI that they monitor resources and throw away any that are broken. We saw that there were resources that would appeal to older children such as table football, air hockey, a pool table and numerous board games. We also saw that a basketball hoop was fitted in the large play room. We noted that the library area included an excellent variety of books including Welsh and multicultural topics. We noted that the outdoor play space included items such as swing ball, hoops and balls along with pogo sticks and hoppers which encouraged children to be active. We saw that there were opportunities for children to take part in junk modelling and observed a group of children making a den from cardboard boxes, demonstrating that the use of re-usable and recyclable resources is promoted.

Children have good variety and choice in a very well resourced environment.

## **Leadership and Management**

### **Summary**

Leaders ensure that the service meets the requirements of the National Minimum Standards for Regulated Childcare. All required policies are in place. There are some recommendations in relation to the paperwork and record keeping to ensure that documents are recorded in enough detail and regularly reviewed.

### **Our findings**

#### **4.1 How effective is leadership?**

The service benefits from a stable and well established leadership team. The PiC has been in place for a considerable time and works closely with the RP. A comprehensive and up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. There is a detailed operational plan which outlines how the service is run, although this now needs to be reviewed and updated, particularly the training element. All required policies are in place, although we discussed with the RP and PiC the need to ensure that these are regularly reviewed. Staff are suitably qualified and leaders ensure that training such as safeguarding and paediatric first aid is relevant and up to date. The staff team works effectively and staff reported that they felt well supported and knew who to go to if they had concerns. The service is not able to provide an “Active Offer” of the Welsh language.

Overall, leadership ensures that the service runs smoothly on a day to day basis.

#### **4.2 How effective is self evaluation and planning for improvement?**

There are systems in place for the self evaluation of the service. Leaders have submitted the Self Assessment of Service Statement (SASS) which is a requirement of CIW and have completed an action plan for improvement, although we noted that the timescales were for 2017 and this now needs to be updated. A quality of care report has been produced and this outlines changes made to the service. Reference is made to stakeholder views and whilst we saw that questionnaires from parents and children had been gathered and analysed, we discussed the need to include greater detail about the views of staff, children and parents in the self evaluation document.

Leaders are committed to the ongoing improvement of the service but documents relating to this should be regularly updated to ensure they are relevant to the current needs of the service.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders ensure that staff are well qualified and are aware of their roles and responsibilities. We saw that all staff had contracts and job descriptions outlining their roles. Most staff files had the required information although the file for the most recent member of staff was lacking the two references required. We were told by the RP that he had verbal references and we saw evidence of e-mails that had been sent to chase the formal written response. Registers and observations showed that staff / child ratios

meet the national minimum standards. There is an annual programme of staff appraisal, although we recommended that one to one supervision should take place on a more regular basis to allow staff to review their own practice and discuss any issues or training needs. Staff meetings are held monthly and some details are recorded. We discussed with the PiC the need to keep more detailed minutes of staff meetings and record the names of those present. There is an ongoing programme of staff training which ensures that all required training is kept up to date and we saw that Disclosure and Barring Service (DBS) checks are carried out in a timely manner. Staff told us that they felt well supported and had opportunities for professional development.

Staff are well managed and supported.

#### **4.4 How effective are partnerships?**

The service has established partnerships with the school, parents and local authority. Most of the parent questionnaires we received stated that they felt they were kept well informed about their children's progress and that it was easy to discuss any concerns they had. We saw that the service receives funding from the local authority to run a 'bus club' for children who catch the bus to and from school. We were told by the PiC that this works well. We saw photographic evidence that there had been visitors to the service to provide additional activities for children such as learning about reptiles showing that the service makes good use of outside resources.

Overall, partnerships are effective and enhance the service.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Policies should be reviewed and updated;
- more detail is needed in records of fire evacuation drills;
- maintenance work should be carried out to the outside play space;
- regular staff supervision should be undertaken;
- staff meeting minutes should be recorded in more detail;
- consideration should be given to staff attending behaviour management training and
- children's ideas for activities should be recorded.

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

A full, unannounced inspection which examined all four themes was undertaken by one inspector over two visits. Approximately seven hours was spent at the setting. The following methodology was used to gather evidence for this report:

- Discussions with the RP/ PiC and members of staff;
- observations of care routines and practices;
- consideration of questionnaires received;
- visual inspection of the premises and resources;
- conversation with the children and
- consideration of a range of policies, procedures and record keeping.

Feedback was given to the RP and PiC at the end of the second visit and recommendations were discussed in full.

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	Children's Day Care Out of School Care
Registered Person	Roger Howells
Person in charge	Joan Howells
Registered maximum number of places	56
Age range of children	3 years to 12 years
Opening hours	7.30am – 8.50am / 3.30pm – 6.00pm Monday to Friday (after school club) Term time 8.00am – 6.00pm Monday to Friday (holiday club / all day club)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 September 2014
Dates of this inspection visit(s)	04 June 2018
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 people/children who use, or intend to use their service. 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: None	