



Childcare Inspection Report on

Hoots Before and After School Club Ltd

**Hoots Childcare Centre
Alltwn Primary School
Alltwn
Pontardawe
SA8 3AB**



Date Inspection Completed

03/10/2019

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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

Hoots before and after school club is registered to care for up to 19 children and offers care for children aged three to twelve years old. The service operates a playgroup session between 11.45am and 3.20pm, and an after school service from 3.20pm and 5.15pm, Monday to Friday during term time. They are based in a porta cabin on Alltwen primary school grounds. Paula Jones is the responsible individual as well as one of the persons in charge. Other persons in charge are Elizabeth Donovan and Emma Sullivan. The language of the service is mainly English with incidental Welsh.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children receive positive and stimulating opportunities which promote their development and wellbeing. They are highly motivated and fully engaged in their play and learning. Staff are experienced and well qualified. They genuinely care and are consistently responsive, listen and respect children's views. The environment is well resourced and is attractive and organised to provide a wide range of interesting experiences to children. Management systems are very effective and organised.

2. Improvements

The service has received a small workplace health gold award and a gender learning award in 2017. They have completed a national healthy pre-school scheme. Leaders and staff have attended forest school training in 2018. All staff have completed training on mindfulness and positive well-being.

3. Requirements and recommendations

We have made recommendations in relation to children's well-being. These are included at the back of the report.

1. Well-being

Good

Summary

Children receive a good quality service which provides warm, nurturing care and positive experiences. They enjoy a broad range of resources and activities which promote their all-round development. Children interact positively with staff members and each other and are engaged in their play. Children have some opportunities to develop their independence skills.

Our findings

Children have good opportunities to freely choose their activities. Children move around activities which are easily accessed. Children asked to go outside to play, and they were taken out separately in two groups. A child was asked if he wanted to join in a jigsaw activity. He declined and continued playing with popoids on another table. Children chose to rest or sleep as and when they felt they needed to. Children took themselves to the reading corner and lay down on the floor cushions, before falling asleep. Children who attend the after school club told us they plan the week ahead with staff and it goes on the planning table in the foyer.

Children are secure and experience positive attachments to their key workers. Some children were anxious when separated from their parents, and remained close to familiar staff for reassurance. Children were unperturbed by our presence and frequently invited us to join in with their play. This showed that they felt safe and secure at the service. Older children told us they felt very safe at the service and enjoyed attending.

Children are beginning to understand how to manage their behaviour. Most children understand the need to take turns and to share with other children. All children sat at the table throughout snack time and left the table only when they has finished. Children are learning to help each other. For example, we saw a child hold the door open for children who went to the foyer area to get their coats.

Children have effective opportunities to develop and extend their interests. Most children are interested and engaged in their play because they find the activities stimulating and inviting. During story time, children listened attentively and responded to what was coming next in the story. Older children took turns to play with the air hockey game in small teams. Whilst children completed a jigsaw puzzle of a bus, they started singing 'the wheels on the bus' as they worked together to find the pieces.

Children have some opportunities to develop their independence skills. During snack time, children were handed already prepared snack and drinks. When they had finished snack, they left the table to play. Children who came back indoors after playing outside took their coats off and left them on the floor. They were asked to hang them up on their peg and

smiled when they were praised for doing so. Children used the toilet and washed their hands independently.

2. Care and Development

Good

Summary

There are effective procedures and policies in place that ensure that staff have the knowledge and skills to offer a good quality service to the children in their care and ensure that they keep children safe and healthy. Staff show a very good understanding of behaviour management and are consistent and positive in their approach.

Our findings

Staff promote healthy practices and ensure all children are safe. There is a safeguarding policy in place and staff are confident to identify any signs of concern. Through discussion, staff confidently responded to procedures to follow which were in line with the service' policy. All accident records are well maintained and signed by parents. Good attention is given to the promotion of healthy lifestyles; the service completed all themes of a national Healthy and Sustainable Pre School Award and children brush their teeth after eating as part of a dental hygiene initiative. Physical outdoor activity is promoted daily, regardless of the weather. Staff implement robust cleaning and good hygiene practises. We heard staff explain to the children the importance of washing their hands.

Staff treat children respectfully and value them as individuals. They are consistent in their approach, and provide realistic boundaries for children. We heard one staff member gently asking a child to help her clear the jigsaws away. The child held pieces in his hand tightly. The staff suggested a race of who could put the pieces away first and he quickly put them away and won the race. We saw staff kneeling down to the children's level, using calm tones to guide them. Children receive positive feedback for their efforts and their successes and they value this recognition with high fives and cheers.

Staff provide nurturing and responsive care which meets the individual needs of children. Key workers use Foundation Phase Profiles to assess individual developmental needs. They carry out daily observations of children and promote their development by planning and facilitating an extensive range of play and learning activities. Children's progress is tracked in their individual learning journals and the information from observations are used to plan the next steps in their play and learning. Parents told us their children had developed significantly in all areas since attending the service.

3. Environment

Good

Summary

The service operates from a porta cabin located on the local school grounds. It is safe, spacious and well designed and is welcoming to children. Both indoor and outdoor spaces provide good opportunities for children's development and learning. Leaders ensure there is good quality resources and equipment available to meet all children's needs.

Our findings

The person in charge and all staff ensure that the environment is safe at all times. The doors to the premises are locked when children are present. No unauthorised persons can gain access and a record is kept of all visitors to the service. The children's register includes the times of arrival and departure of children and we saw staff rotas which showed that staffing ratios are maintained at all times, and on many occasions exceed the minimum standards. Fire drills are carried out regularly and recorded. Risk assessments are undertaken in all areas of the environment and for all activities. They are updated and regularly reviewed and hazards are eliminated. The Employer Liability Insurance certificate is up to date.

The premises provide children with a rich environment for play and learning. The layout and design of the environment promotes children's independence and all aspects are considered from a child's perspective. The toilet and nappy changing facilities are well maintained and appropriate for the needs of the children, ensuring that privacy is taken into consideration. Activities are set out and continually available to children. Resources are stored in containers allowing children to access them independently and they choose their play things without difficulty. Older children told us that games and activities for them are available from the storeroom.

All furniture, equipment, toys and materials are appropriate for children and meet their developmental needs. Child sized chairs and tables ensure that children are comfortable and at ease when playing and eating. High quality, attractive resources are of suitable design and condition and are well maintained, conforming to safety standards. Children move easily between the indoor and outside activities. The outdoor area is spacious and children have access to a small enclosed area for the younger children, as well as the large school yard. Leaders have access to a learning garden which is enclosed and secure, and an area used to carry out forest schools learning.

4. Leadership and Management

Good

Summary

The leaders have a clear vision and sense of purpose which sustains improvements and effective outcomes for children and is shared with staff and parents. There are effective and purposeful systems in place to monitor and evaluate the service. Managers provide continuous support to staff.

Our findings

There is a statement of purpose which provides an accurate picture of the service. Leaders are clear about their own responsibilities and are focused on engaging staff to provide the best outcomes for children. Due regard is given to all regulations and the National Minimum Standards (NMS) and all policies and procedures are regularly reviewed and shared with staff. The responsible individual provides valuable support to all persons in charge and is visible at the service most days. There is a commitment to the continuous professional development of staff and all are appropriately qualified and trained. All staff have gained a qualification in play work.

There are effective systems in place to support self-evaluation and improvement. The quality of care report reflects the views of children, parents and staff and what they have done as a result of their feedback. For example, some parents had raised the fact the service closes at 5.15pm and a possibility of extending hours of operation. Children gave their views and opinion about the premises, staff, snacks and activities available to them.

Staff are deployed effectively and are clear about their responsibilities. Staff receive good support from leaders and feel that their well-being is a priority for them. Staff told us that if they do have any concerns, they can raise it with leaders and confidently know it will be dealt with immediately. Staff receive regular supervisions and annual appraisals and these are recorded in their files. The recruitment procedure for new staff members is robust and they receive a comprehensive induction. We looked at staff files and found they included all required documents and checks.

The service has established a good relationship with the school. Teachers visit regularly to read stories to children and transition visits are arranged each term. Parents provide key workers with all information on enrolment. Parents told us they feel staff are very approachable and they are given information about their child's day. Parents are invited in at the end of term to discuss their child's development with staff. Leaders have good links with the community; local church, food bank, police community support officer and local supermarket.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

Leaders were notified of non-compliance in relation to staff ratio's and staff registers.

The service is now compliant.

5.2 Recommendations for improvement

We recommended that staff develop children's independence skills, especially at snack time.

6. How we undertook this inspection

This was a scheduled full inspection undertaken as part of our normal schedule of inspections. One inspector carried out an unannounced inspection of the service on 03 October 2019 for a total of three and half hours.

We:

- observed the staff and children's interactions;
- spoke to the responsible individual, person in charge, staff and children present about the service;
- reviewed all information held by CIW;
- spoke to parents;
- looked at a range of documentation including, policies, procedures, daily records, children's files, staff files and other relevant records maintained as part of the service;
- undertook a visual inspection of the areas used and
- provided formal feedback by telephone on 08 October 2019.

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 Full Day Care
Responsible Individual	Paula Jones
Person in charge	Emma Sullivan Elizabeth Donovan Paula Jones
Registered maximum number of places	19
Age range of children	3 – 11 years
Opening hours	Monday to Friday 11.45am – 5.15pm, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 and 12 January 2017
Dates of this inspection visit(s)	03 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?	This service does not provide the 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. However, incidental Welsh is used throughout the sessions. We recommend the service consider the Welsh Government's 'More Than Just Words Follow Strategic Guidelines for the Welsh Language in Social Care'.
Additional Information:	

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