



# Childcare Inspection Report on

**Golden Grove Kids Club**

**Golden Grove School  
Orange Way  
Pembroke  
SA71 4DP**

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

**This report is also available in Welsh**



**Date Inspection Completed**

07/01/2020

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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

Golden Grove Kids Club is located within Golden Grove School in Pembroke. It is open between 3pm and 5.30pm five days a week during school term time. Mr Andrew Williams is the Registered Person (RP) for the service and Samantha Regan is the Person in Charge (PIC). The club offers a total of 24 places for children aged between three and 11 years. Both the English and Welsh language are spoken.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Excellent
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Excellent
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Golden Grove Kids Club has undergone recent management changes. The registered person (RP) and person in charge (PIC) work well as a team and are committed to improving the service provision. Children benefit from an excellent range of planned and free play activities and experiences. Children have fun and considerable enjoyment whilst engaged in their chosen play. They are happy, confident and fully engaged. Staff know the children well, are genuinely interested in their views and include them in decision making. Leaders ensure that everyone at the service has a voice and that positive relationships are formed, maintaining high childcare standards for children. The environment provides an excellent space for a variety of activities that enhances children's physical development. Partnerships with the school, parents and carers are very positive. Leadership and management of the service is effective.

### 2. Improvements

Since the last inspection the service has:

- erected outdoors climbing and balancing apparatus and equipment and constructed a full size football/netball playing area.

### 3. Requirements and recommendations

- Recommendations can be found at the end of the report

## Summary

Children receive an excellent service which provides warm, nurturing care and positive experiences. They enjoy a broad and exceptional range of resources and activities which promote their all-round play and social experiences. Children interact positively with staff members and each other and are whole heartedly engaged in their choice of play. Children have ample opportunities to develop their independence skills.

## Our findings

Children have excellent opportunities to freely choose their activities. They demonstrate a high level of happiness and security within the setting. Children move around activities which are easily accessed, and daily planning is guided by children's wishes. For example, being able to follow through art and craft ideas, be involved in choice of snacks and cooking them, follow themes and/or events like sports day and sport competitions. Children are very confident to make decisions about where they want to play. For example, many children choose to play outside whilst others enjoyed games indoors. They are delighted with the selection of toys and resources with small world toys, action figures, dolls and accessories, tabletop games, books, interactive board combined with art and craft and free play in general outdoors playing a game of football, tag, hide and seek and create dens out of the play houses. Others enjoyed quiet time relaxing reading books or chatting to each other.

Children's voices are heard and responded to positively. Their ideas are embraced and listened to. A child was thrilled to tell us about making pizzas and milk shakes, saying, *"I can't wait to do that again, it was such fun and lovely food and I could put whatever toppings I liked on to my pizza"*. Children are at ease with positive relationships with their carers. They approached staff for chats and included them in their play. For example, playing a game of 'Monopoly'. 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.

Children understand how to manage their behaviour. They share willingly and take turns with friends during play activities. For example, whilst drawing and making creations on the interactive board. They are respectful and polite. Their manners were impeccable as they said 'please' and 'thank you' and helped to clear away their dishes after snack. They sat at tables throughout snack time and left the table only when they had finished. Older children also supported younger children at snack time passing the food to them first.

Children have excellent opportunities to develop and extend their interests. All children are interested, engrossed and engaged in their play because they find the activities stimulating and inviting. They are active and curious learners who enjoy exploring the environment and they maintained interest throughout the session. For example, a group of children responded with delight to a game of scrabble with a small group laughing excitedly as they

competitively played a card matching game. All children enjoyed their play enthusiastically. Children were competitive whilst playing football games, challenging each other with their football skills, whilst other children enjoyed uninterrupted role play creating dens out of various play houses. Children told us that they had great fun in the woodland area making dens and experimenting using mud and twigs to make mud pies and potions as well as learning about nature. The new climbing and balancing equipment give children further opportunities for physical challenging experiences. During the summer children told us that they are involved in making pizzas outdoors in the pizza oven. Children also extended their learning through play. For example, they counted up money and priced properties from highest to lowest on the Monopoly board enhancing their mathematical skills.

Children have excellent opportunities to develop their independence skills. During snack time children get their own plate and cup, serve themselves snack, make their own wraps and/or sandwiches and pour their own drinks. They used the toilet and washed their hands independently and accessed the toys, games and art and craft materials they wanted to play with. Children sat together in small groups enjoying chatting together about their day at school. There was much laughter, smiles and fun.

## 2. Care and Development

Good

### Summary

Staff are well qualified, knowledgeable and experienced. They create appropriate opportunities for children to develop healthy lifestyles and promote children's care. Staff give supportive and sensitive care and have consistent and realistic expectations of children.

### Our findings

Staff provide a very good level of responsive care, which meets children's individual needs in a cheerful and caring atmosphere. They are competent, motivated and work well together as a strong team. They know the ethos of the service very well and understand and implement the policies and procedures with ease and confidence, ensuring children are kept safe and healthy. Staff are also experienced, and well trained.

Staff use their knowledge to promote the best outcomes and wellbeing for the children in their care. They understood their responsibilities with regard to safeguarding children. All staff had attended training in Child Protection, First Aid and Food Hygiene. Written records are in situ with regards to any administration of medication with parent/carer permissions. Parents/carers had signed and acknowledged the entries. Accidents and incidents are recorded with details shared with parents. The provision is a member of the Information Commissioners Office (ICO) and staff are actively aware of General Data Protection Regulation (GDPR) which is shared with parents. The leader is able to demonstrate a general understanding of the risks affecting children and young people and identify individual children who may be at risk of radicalisation under Prevent Duty.

Staff promote children's healthy lifestyles well and practise good hygiene systems. For example, tables and food preparation surfaces are cleaned before and after use, and gloves/aprons are worn when preparing foods. Snacks are safely prepared, nutritionally balanced, of good quality and quantity following recommendations in the Welsh Government Food and Health Guidelines for Early Years and Childcare. Hand washing was practised throughout the session's routines. For example, at snack time.

Staff manage behaviour consistently and age appropriately respecting children's age understanding and maturity. There is a behaviour management policy in place, which staff act in line with promoting positive behaviour. They act as very good role models, treating each other and the children with consideration and respect. They reinforced good manners and we heard lots of praise and recognition of good behaviour and work, which the children valued as they smiled with delight. For example, letting them know that they had been kind and considerate and thanking them for being helpful. Throughout the session, staff did not need to remind children to be kind, considerate and caring towards each other as they did this naturally and had a high value for each other.

Staff are aware of their individual roles and responsibilities and this helps ensure that the sessions run smoothly. Staff plan activities with the children wholeheartedly involved in contributing suggestions and ideas. For example, children extended their learning through play which included mathematical skills. This was evidenced as children played a game of monopoly where they counted money and worked out the cheapest and dearest properties on the monopoly board. Any children with additional needs are supported in partnership with the child's parents and or carer. We heard staff speak Welsh with the children frequently, developing children's use and understanding of the language.



### **3. Environment**

**Excellent**

#### **Summary**

The club has dedicated internal and outdoor areas based within the school and school grounds. The environment is excellently designed, welcoming and child friendly, offering stimulating spaces for experimental, free and creative play. It provides children with a rich environment for play and socialising. There are very effective systems in place to ensure that the environment is safe and suitable for children, with appropriate play and learning resources available. It is inspiring for children giving them the freedom to safely move around, be inquisitive and explore their environment to its full potential. Resources, toys, equipment and furniture are suitable for the needs and age range of the children.

#### **Our findings**

Leaders have well developed systems in place to ensure children's safety and ensuring that the environment is a safe place for children to play, learn and have fun. The perimeter of the school grounds is securely fenced. The inside play rooms are secure with no unauthorised persons able to gain entry. Visitors identification is checked upon arrival with a visitor record in situ. Daily risk assessments and checklists are completed for all areas of the environment used by the out of school club, which ensured the premises is functional and orderly. When risks are identified we were told that they are promptly addressed by the building's maintenance personnel. The PIC demonstrated that she can identify emerging risks as she had reported that the outside lighting system was faulty. This has been addressed as soon as the issue was raised.

We saw a file containing very methodical and organised documentation which illustrated that leaders and staff practise effective health and safety procedures. For example, electrical and heating tests, emergency lighting and fire equipment tests are undertaken, and regular fire drills are practised. The PIC explained that children are supervised when outside and that checks of the outside area are completed before children access this area. public liability insurance is in order.

Overall, the layout and design of the environment promotes and benefits children with suitable challenges, play experiences and learning opportunities. The environment gives children space to move around freely enabling them to reach their full potential. Due to the suitability and design of the environment, children are interested, active and thrive throughout their time there. The base room which is used by Flying Start during the day is used in the main by the club, with an additional classroom and large hall available for use. The room is well designed so that children can move easily from one play area to another as well as having direct access to a vast purposeful outdoor play area allowing children excellent variety and choice. Good use was made of natural materials particularly in the woodland area. We saw that there were resources to promote cultural awareness such as dolls and books and many opportunities to celebrate cultural events. Children resources are

of a high standard and are readily to hand in low level storage with additional resources stored in a cupboard accessible to children. They benefit from a wide range of quality resources as they are allowed to access any equipment from the school. The excellent use of space and resources met children's needs and sustained their interest and curiosity.

## 4. Leadership and Management

Good

### Summary

There have been changes to the leadership and management of the service in recent months. Leaders are actively engaged in reviewing policies and procedures so as to improve the service provision and leadership and management skills.

### Our findings

Leaders have a clear vision for the service that they share effectively with their team. Leaders are committed to monitoring and sustaining improvements and are committed to improving staffs' professional development. For example, many policies and procedures and the Statement of Purpose have been updated and reviewed. Staff files have recently been reviewed and contain most of the required information in line with regulations, with the exception of references which due to GDPR are held by the County Council. The RP confirmed that he had seen the references and was confident of their authenticity, acknowledged via a statement confirming the suitability of staff to work with children.

Leaders actively support and involve staff to share their ideas and/or suggestions, for example, through informal open discussions and team meetings. There are effective systems in relation to recruitment processes, induction and a strong culture of continuous development as the leaders and staff are proactive in identifying any training opportunities that extends their knowledge of childcare. For example, many staff have successfully achieved their play work qualification and the PIC is working towards a level 5 childcare qualification.

Leaders monitor staff personal development and progress through one to one supervision and an annual appraisal. Leaders have well-developed systems in relation to the service's record keeping and documents. Leaders methodically maintained the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance records.

Leaders have developed a comprehensive self-evaluation system which included effective record keeping and a system that evaluates staff, parent, carers and children's feedback which is effectively analysed to help manage and if necessary, improve the service provision. Staff said, *"I have no issues with them and always feel my needs are met"*. They also stated that *"The leader is always open to new ideas and we will try to improve the setting as a team"*.

Partnership with parents is very good and well established. Parent participation is welcomed. Leaders take every opportunity to engage parents to promote in partnership their child's well-being. We viewed parental and carer feedback which is very complimentary. Any suggestions have been taken seriously, for example, for the club to extend its opening hours. Children's comments have ensured that they can utilise sports

equipment. Parents we spoke to said, *“I am very happy with the club, my child thoroughly enjoys coming here”, “My child goes in happy and leaves happy.” “All the staff have been very supportive and helpful”, “My child is very happy and settled”, “Staff are excellent” and “My child can’t wait to come here’.*

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

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

None

### **5.2 Recommendations for improvement**

The following recommendations were made:

- Send a copy of the updated Statement of Purpose to CIW and
- update the safeguarding policy in relation to 'Prevent Duty'.

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

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

- One inspector undertook an unannounced visit to the service for three hours on 07 January 2020. Feedback and ratings were given at the time of inspection.
- We observed the children and the care they received at Golden Grove Kids Club.
- We spoke to the registered person, person in charge, staff, parents/carers and several of the children.
- We looked at a range of records. We focused on registers, contracts/agreements, the statement of purpose, a sample of the club's policies and a random selection of staff files.

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	Andrew Williams
Registered maximum number of places	24
Age range of children	3 – 11 years
Opening hours	3:00pm to 5:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 May 2016
Dates of this inspection visit(s)	07 January 2020
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 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 consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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