



Childcare Inspection Report on

Jesters Out of School Club (Rhuddlan)

**Ysgol y Castell
Hylas Lane
Rhuddlan
LL18 5AG**



Date Inspection Completed

17/07/2019

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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

Jesters meet in Ysgol y Castell in Rhuddlan. The registered person and person in charge is Justine Sweetman. The club opens 3pm to 6pm term time and 8am to 6pm during the school holidays. This is a service that does not provide an 'Active Offer' of the Welsh language.

Summary

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

1. Overall assessment

Children are happy, valued and experience positive interactions. They benefit from a variety of activities from which they can choose. They have a stimulating and well equipped environment in which to play and learn. They are cared for by staff who also work in the school and understand how to keep them safe and who promote daily outdoor play.

Leaders have an appropriate oversight of the service. They use feedback to plan for improvements and have a good relationship with parents.

2. Improvements

Many new indoor and outdoor equipment and resources have been purchased to provide a greater range of learning experiences for the children. The children enjoy more outings and visits in the local area to enable them to gain more knowledge and understanding of the world around them. Children organise and carry out their own fire drills to make them more meaningful. All recommendations from the first inspection visit had been put into place by the time of the second visit. A revised parent pack now has a keyring attached with contact details for the club to enable parents to find phone numbers easily. Plastic cutlery has been replaced with metal utensils to make a more enjoyable eating experience for the children.

Policies and procedures have been reviewed and updated reflecting the running of the club under new management. Children have a hot meal whilst in the service and menus have been improved. Children also do more for themselves such as giving out plates. Staff files have all been updated.

3. Requirements and recommendations

Recommendations have been made in care and development.

1. Well-being

Good

Summary

Children are given choice and are listened to. They speak confidently and are happy and Relaxed in their play. They interact positively with each other and with staff and they behave well. Children enjoy a good variety of activities, showing great enthusiasm and are keen and interested in what they are doing.

Our findings

Children felt safe and happy. They had plenty of choice for example which filling they wanted on their sandwiches. They were made to feel valued and so they settled well and quickly once arriving at club, expressing their enjoyment, seeing staff and their friends. They were familiar with the daily routine which provided them with ample opportunities to experience different environments such as the hall and the community room and regular outdoor play. Children were able to form positive emotional attachments with staff, many having clear favourites and each other. They played happily alongside one another on games day working in teams for rounders or playing with the parachute and chatted with ease together during meal and snack times. All children participated enthusiastically, deciding whether to play indoors or out.

Children interacted well and had great fun at the service. They clearly liked the staff and co-operated well following instructions for example when making volcanoes. Children listened carefully and were starting to take responsibility. For example, when given tasks to tidy up each child happily did so working together as a team to ensure the toys and resources were safely tidied away. They took turns well sharing equipment such as scooters.

As a result of the opportunities they are given, children were motivated and confident to play and learn. Children were enthusiastic, and were totally engaged with the range of activities such as pass the parcel. They experienced free play with adults on hand to help with activities such as making 'fairy bottles' with different colours of glitter. Children engaged positively with activities and were eager to show us what they were doing and confidently told us how much they liked coming to the club. A large display of photographs evidenced the variety of experiences and the fun the children had whilst at the service.

Children were interested in and enjoyed the range of stimulating play experiences they had. Children were provided with positive opportunities to develop their independence, learning and developing. Children were able to accomplish things for themselves. For example, they washed their hands independently. Children had frequent opportunities to learn and develop their independence for example applying their own sun cream. Children persevered well and showed patience when waiting for their turn to play a popular game.

2. Care and Development

Good

Summary

Staff have close relationships with the children and know them well. Staff ensure children are kept safe however need to be more vigilant children wear helmets when riding on bikes and scooters and hats to protect them from the sun. Staff and promote healthy lifestyles. Staff provide an exciting and interesting range of activities and meet children's individual needs well. They encourage positive interactions and are good role models.

Our findings

Staff had a good understanding of how to keep children safe, however were not always vigilant in ensuring children wore helmets to ride scooters and bikes in the yard or hats in strong sunshine. They understood the policies and procedures in relation to safeguarding and child protection. Staff had completed relevant training which enabled them to provide first aid treatment. Accident and incident records were completed appropriately. Staff kept the environment free from hazards and promoted the children's safety providing individual support as required. Staff promoted physical activity outside and provided good opportunities for children to be active. Staff had considered risk assessments for example not allowing children to play near the fence at the edge of the field. Staff kept children well hydrated with fresh drinking water freely available.

Staff were consistent with their approach to managing interactions and behaviour management and as a result, children co-operated and behaved exceptionally well. Staff sat alongside the children whilst they played, offering guidance and encouragement. Staff were familiar with the children in their care and positive bonds of affection were apparent as children approached them comfortably. They spoke to the children affectionately and a very relaxed atmosphere was apparent with lots of smiles and giggles. Staff had a positive rapport and interacted warmly with the children. Staff encouraged all children to 'have a go' when they found something hard for example balancing an egg on a spoon for a race.

Staff provided an exceptional range of activities and outings for the holidays including mini golf and visiting a local waterfall. These were well planned over two week periods taking into account children's needs and interests. Resources and play opportunities were all suitable for the ages and stages of development of the children such as musical statues which was the children's choice. Experiences developed children's senses and curiosity and sense of awe and wonder particularly when making volcanoes out of watermelons. Staff promoted independence by allowing children to move freely around the environment and setting out resources thoughtfully.

3. Environment

Good

Summary

Leaders are committed to ensuring children are cared for in a safe and suitable environment. Children are provided with a welcoming, clean, and safe environment. Leaders provide an exceptional selection of resources which promote children's play and learning and develop their curiosity. The layout encourages children's independence. Leaders ensure there are systems in place for regular maintenance and hazards are quickly identified and addressed.

Our findings

Leaders made good use of the community room, the school hall and outdoors. They had effective checks in place to ensure the environment was safe and free from hazards before children arrived and during their time in the service. The environment was kept clean and all areas were tidy. Visitors to the service were recorded and the doors locked to prevent unauthorised access.

There was plenty of space indoors and outdoors to move around and be active and areas of interest were thoughtfully set out. Toy boxes were easily within reach to children. Suitable toilets and hand washing facilities all promoted children's independence. There were well equipped and defined areas and children's craft work and photographs were on display, making the environment homely and providing a sense of belonging. The outdoor enclosed area with field provided an effective learning and play environment for children. The environment was light, bright, and airy and provided children with a range of opportunities to investigate and explore and encouraged them to learn through play and experimentation.

Leaders ensured resources and equipment were clean, in good repair and suited the children's ages and stages of development. The choice of resources encouraged children to follow their interests and develop different skills. For example, children were developing their balancing and pedalling techniques on the ride on toys outdoors and hand eye co ordination playing ball game. Ample amounts of good quality resources and suitable tables and chairs enabled everyone to sit together to eat snack or carry out table top activities such as games and making fairy dust. Resources were varied and stimulating and leaders made sure children had a range of household and natural resources which could be used in different activities.

4. Leadership and Management

Good

Summary

Leaders understand their roles and what needs to be in place in order to manage the service effectively and fully meet standards and regulations. Leaders ensure completed paperwork is kept in good order and easy to find. Leaders support staff well and encourage them to attend courses relevant to the children's care. There are exceptionally positive partnerships with parents and the school and leaders ensure there are systems in place to monitor the service.

Our findings

Leaders understood their role in managing the service. They ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders ensured record keeping was kept up to date and easily available. The attendance of children and staff was recorded.

Leaders were in the process of completing an annual review and parents and children were asked for feedback in relation to all aspects in the running of the after school club. Leaders took into account views of the children through observations and talking to the children about what they liked to do. We spoke to parents who told us they were very happy with the service. Staff told us they were happy and changes made by leaders in re arranging areas and space and providing more equipment had improved the service and were of benefit to them and the children.

Leaders followed safe and timely recruitment processes and ensured by the second visit all staff files and records and information were easily available. Leaders ensured staff were well supported and encouraged them to attend training and other courses.

Leaders had established exceptionally positive partnerships with parents and a good working relationship with the school. Parents provided written information about their child before starting and leaders ensured these were shared with staff in relation to each child's needs and preferences. Leaders worked closely and effectively with parents and professionals to ensure children with individual needs received the care they needed. Parents were highly complimentary about the service and told us how their child loved attending. Leaders made sure their positive partnership with the primary school continued for the children's benefit by sharing outdoor resources.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended;

- Staff are more vigilant in ensuring children always wear helmets when riding bicycles and scooters and all children wear hats/caps in strong sunshine.

6 How we undertook this inspection

This was a full unannounced inspection carried out as part of our schedule of inspections. One inspector visited the service on 17 July 2019 between 3.30pm and 5pm to look at documentation. A further visit was undertaken to observe the children during the school holidays on 2 August 2019 from 1.00pm to 4.30pm.

We:

- inspected a sample of documentation and policies;
- observed practice to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, registered person, staff, and parents;
- looked at the areas used by children and resources on the days of our inspection; and
- gave feedback to the registered person what we found and areas for improvement.

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 | Justine Sweetman |
| Person in charge | Justine Sweetman |
| Registered maximum number of places | 60 |
| Age range of children | Under 12 years |
| Opening hours | 3pm to 6pm term time and 8am to 6pm school holidays. |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 26 July 2016 |
| Dates of this inspection visit(s) | 17 July 2019 and 2 August 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 is a service that does not provide an 'Active Offer' of the Welsh language. 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: | |

Date Published 10/10/2019