



Childcare Inspection Report on

Machynlleth Out of School Club

**Ty Melfed
Safle'r Ysgol Gynradd
Craigfryn
Machynlleth
SY20 8JB**



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Description of the service

Machynlleth OSC operates from a building on the grounds of Ysgol Bro Hyddgen in Machynlleth, Powys. The service is open between Monday to Friday 8.30am and 6.00pm. The service offers full day care services with play group sessions during the day, incorporating the Foundation Phase for children aged 3 years and over and offers an after school club and holiday club. The responsible individual for the service is Eleanor Larmout and persons in charge are Jane White and Nicola Millward. The service operates through the medium of English with some Welsh being spoken, at present the service does not offer the Welsh Government 'Active Offer' of the Welsh Language.

Summary of our findings

1. Overall assessment

Children are happy and settled. They benefit from the routine, and enjoy spending time with staff and each other. Staff implement detailed planning in the early years education funded sessions whilst the other sessions offer children free play activities. Staff are committed to providing children with positive experiences which they will benefit from. Overall the environment is well organised and leaders provide stimulating resources which enrich children's experiences. Leaders are supportive and endeavour to implement effective changes to drive the service forward.

2. Improvements

Since the last inspection the service has extended its opening hours and operates as a full day care service and also offers educational funded places for three year olds. The service is now the only service operating from the building, this gives them more flexibility and more space. Leaders have completed annual appraisals and one to one supervision with staff. A quality of care review has been completed and risk assessments have been reviewed and updated, and accident and incident forms are completed but they were not always signed by parents.

3. Requirements and recommendations

We made recommendations in relation to improving planning to meet children's individual needs; and implementing well planned activities through out the setting. We also made recommendations in relation to the environment; ensuring the space used by children is free from potential hazards and that all areas are welcoming and comfortable. Leaders should ensure all staff are familiar and confident with the direction and aim of the service.

1. Well-being

Summary

Children who attend Machynlleth OSC are happy and content to spend time in each other's company and with staff who care for them. They are active and busy, exploring their environment and take part in activities which promote their learning and development. They are provided with opportunities to complete tasks independently and confidently make appropriate decisions about how they spend their time.

Our findings

1.1 To what extent do children have a voice?

Children make choices and influence how they spend their time.

Children could choose to use the resources laid out for them, or they were able to ask for alternative items of interest to them. For example, children went to get additional resources from the play house outside. Children were confident and comfortable to engage in what was going on. For example, we saw some choosing to play with pasta whilst others made marks with chalk. Children had a reasonable amount of interesting and fun activities to choose from. Children were asked which story they wanted to hear at the end of the morning session and they enjoyed using the story sack, which contained items to bring the story to life. All attempts at communication were responded to positively, such as when a child wanted to know where his parents were, staff supported him to gain an understanding of the structure of the day and when they would arrive to collect him. Children mainly communicated through the medium of English, but children were aware they could communicate through the medium of Welsh if they wanted and staff responded to them accordingly.

Children are aware of the choices available to them and make appropriate decisions.

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

Children feel safe and happy.

Children were busy and occupied and we saw lots of smiles and laughter. They are happy and settled and enjoy spending time with those around them. Children spoke about their families and what they enjoyed doing at home, we heard one child ask another, *"do you want to come to my house and we can ride our bikes really fast"*. Children benefit from the structure and routine provided; children confidently reminded staff the structure of the day and we heard them saying when it was time for them to go indoors. Children's choices were respected, staff asked if they wanted help whilst they were eating their lunch, children said *"no"* and their wishes were listened to and they confidently finished their meals.

Children feel happy and secure and are cared for by staff who respect their views.

1.3 How well do children interact?

Children are forming friendships with those around them.

They played alongside each other with ease and shared the resources available. For example, we saw one child run to get a ball for a child who had been searching for one to play with and they continued playing together happily. Whilst children sat at the table waiting for their snack we heard a happy chatter amongst them, they helped each other and listened when instructed by staff to share the fruit amongst them all.

Children are kind and respectful and are learning how to co-operate positively.

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

Children enjoy their play and learning and concentrate for an appropriate amount of time.

Children were busy and content. We saw younger children making good use of all the resources they could choose from, for example they enjoyed building a den outside and listened well to a story being read to them in the seating area. Some children chose to paint pictures and they were eager to show what they had created to others. We heard children excitedly ask when they would be able to go back outside to play after lunch. At the end of the morning session children were provided with an opportunity to reflect on the activities they had enjoyed and what they had learnt. Children eagerly shared their experiences and listened whilst others gave their accounts.

Children show appropriate interest in what they do and are eager to get involved in what is on offer.

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

Children are learning and becoming independent.

Children were offered opportunities to do things for themselves, and for example they washed their hands and used the toilet independently. Independent skills were promoted, children were supported to put butter on their toast and they helped themselves to the selection of fruit available. Children's language was extended through discussions and story time.

Children enjoy a sufficient amount of positive experiences that promotes their learning and independence.

2. Care and Development

Summary

Staff are appropriately familiar with their role to keep children safe and healthy. Staff interact positively with the children and provide planned activities the children benefit from.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are familiar with the policies and procedures for the service and take appropriate action to promote children's safety.

Staff promote healthy eating and enable children to be physically active through out the day. Staff supported children to spend time outdoors in the fresh air. They implemented the service is healthy eating policy removing sweets form packed lunches until children had eaten the food provided. Items needing to be kept cool are removed from bags, labelled and stored in the fridge. Staff provided a healthy snack with the option of water or milk to drink. Staff however did not provide access to water at all times, we recommend children should be afforded continuous access to drinking water to keep them hydrated, in particular during warm days when they are engaged in physical activity and spending time out in the sun. Staff supported children to wash their hands when required and tables were cleaned with soap and water.

Staff did not follow all steps of the nappy changing process as is recommended by Public Health Wales, '*Infection Prevention and control for child care settings*'. This was discussed with staff and leaders and it was recommended staff should familiarise themselves with the correct process to follow when changing children's nappies to reduce the risk of cross contamination.

Accident and incident records were not always signed by parents. Through discussion with staff we found not all were recording accidents that had happened, we recommended staff should familiarise themselves with what is recorded within the service's policies and procedures and for staff and parents to sign the accident and incident forms.

Staff are reasonably familiar with their roles and responsibilities in relation to keeping children safe.

2.2 How well do practitioners manage interactions?

Staff manage interactions positively.

Staff implement effective distraction techniques to positively manage behaviour. For example, staff invited children to positively contribute to circle time. When children struggled to listen staff included them in what was going on and invited them to sit alongside staff who supported them to fully engage and share their experiences. Staff made expectations of behaviour clear; we saw staff taking time to explain clearly and calmly to children when

behaviour was not acceptable and the reasons why. Positive behaviour was celebrated, such as when children successfully followed instructions given to them. One parent noted in completed questionnaire *“staff are warm and welcoming”*

Staff appropriately promote positive behaviour by being good role models and showing kindness and respect towards children.

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

Staff provide a caring environment, but not all staff implemented a detailed plan for children’s play and learning experiences.

Staff supported children to develop their language skills, through conversation and stories being read to them. Morning sessions staff logged children’s progress and followed a detailed activity plan. Staff effectively planned for next steps in children’s learning. It was clearly recorded how staff planned to positively challenge children to progress their learning and they implemented defined learning areas.

Afternoon sessions consist of mainly free play and the lack of structure impacted on children’s experiences. Staff were heard making repeated requests to children such as *“where are your shoes”* with some children continuing to play whilst other had been told it was time to tidy up. Staff followed a brief plan of the kind of activities that would be made available, children’s progress was not tracked and individual learning needs were not identified. We recommended staff should consider following an activity plan for the afternoon session and track children’s progress and use the information to plan for future learning needs.

Staff are inconsistent in their approach to implementing effective planning and tracking children’s progress and meeting children’s individual needs.

3. Environment

Summary

Leaders provide a reasonably safe and secure environment for the children to use. The environment is comfortable and welcoming and encourages children to be active and learn. Resources are available in sufficient quantity and enable children to use different material from the world around them.

Our findings

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

Leaders provide a secure environment but action is required to ensure all risks to children's safety are identified and action taken to manage and well possible eliminate risks to children's safety.

Doors were locked and children were closely supervised at all times. Leaders keep a record of visitors to the property and upon our arrival we were asked to show identification. Risk assessments had been completed and updated with a written record to evidence staff were aware of the updates. A daily safety checklist was completed morning and evening. However, leaders had very recently started using an additional room for adult led activities, such as circle time. Leaders had failed to ensure this room was safe with risks to children's safety removed, leaders took immediate action to remove loose shelving and moved cables which children could reach. We recommended leaders should ensure the second play room was made suitable for children to use and complete and additional risk assessment to include the additional space used.

Fire drills had been held, these had identified some issues but no further fire drills had been completed. We recommended additional fire drills should be carried out to ensure staff and children can ben safely evacuated from the building in the event of a fire.

Leaders ensure staff are reasonably aware of their duties in relation to maintaining a safe environment.

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

Leaders provide a comfortable and welcoming environment for the children.

Leaders have implemented changes now the service is the only one operating from the building. Staff told us this gave them greater freedom to use the space how they wish. Resources no longer have to be shared or kept to make space and improvements have been made to the outdoor play area. Walls were colourfully decorated with children's work and photographs of them taking part in activities. Leaders provided children with individually labelled pegs for their personal belongings, and when playing in the main play room they could move freely between inside and outside creating positive opportunities for play and learning. Learning corners were appealing and children enjoyed learning and

playing. Toilets were conveniently located just off the main play room and were suitable for younger children. We recommended leaders consider allowing older children to use an alternative toilet as this would possibly be more suitable.

Leaders provide a reasonably comfortable space for the children to explore and learn.

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

Leaders ensure children have access to furniture equipment, toys and materials that are appropriate and suitable to their needs. Resources are clean and in good condition.

Leaders provided children with resources that appealed to them and made their time interesting. Items available were colourful and suitable for the younger children attending; resources were limited for older children attending after school. Leaders provided children with resources from the world around them. For example, children used pine cones and numbered stones during a maths activity. Leaders provided children with similar experiences whilst they played outside. Large cable reels were used as tables and one was used as a chalk board. Leaders used re-cycleable materials Flowers had been planted in old tractor tins and we saw a group of children create a train from shopping crates. A broad range of different materials were available and staff told us they endeavoured to ensure toys were kept clean and well maintained.

Leaders support and promote children's development through providing a sufficient quantity of good quality toys.

4. Leadership and Management

Summary

Leaders are organised and staff work well together. Roles and responsibilities are clearly defined. Leader support staff but acknowledge that some changes and improvements are required to move the service forward and deliver consistent care. Parents value the service offered.

Our findings

4.1 How effective is leadership?

Leaders are committed, but the aim of service is not always clear.

Leaders employed competent and qualified staff who worked well as a team. We found reasonable communication between leaders and staff and they told us they felt supported and valued. Leaders have positively implemented a number of changes, there had been recent changes in committee member, opening hours had been extended and the service now offers funded education places. However, we found different sessions during the day operated very differently. All sessions had different leaders with an overall manager located at another service. We recommended leaders should consider reviewing the leadership structure to ensure staff are fully aware of leaders' expectations and their vision for the service to ensure consistent service delivery across all sessions offered.

Some changes are required to ensure leaders convey the direction and aim of the service.

4.2 How effective is self evaluation and planning for improvement?

Leaders are eager to implement appropriate changes when required.

Leaders were available and fully participated in the inspection process. Newly appointment committee members told us they had spent time at the service to enable them to gather information about how the service operated and support them to make informed decisions about planning and future changes. A quality of care report had been completed and we saw ongoing evaluation forms had been completed for the morning session; recorded information evidenced how staff reflected on what they had done, the reasons for doing it and how did this impact positively on the children. We recommended leaders should consider implementing a similar system throughout the service. Leaders had gathered the views of staff and parents and the information gathered had been used to form the service is developmental plan dated January 2018. Leaders were supporting the work to be completed, for example improvements had been implemented to the outdoor area, storage area had been built and items moved to create a comfortable and interesting space for the children to play and learn.

There are some effective processes in place to review and evaluate the service and use the information gathered to plan for future improvements.

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

Leaders support staff to ensure timely recruitment of competent staff.

Leaders support and staff were confident within their roles. Leaders were visible and staff were familiar with the staffing structure of the different sessions during the day, they supported each other appropriately. Supervision and annual appraisals had been delegated to different leaders and staff were familiar with who supported them. Staff whom worked during sessions offering funded education places received additional support from the Local Authority foundation phase advisor and this helped to implement effective and detailed planning to meet children's learning needs. We saw regular update meetings took place and specific targets were set with support provide for staff. We found that staff files contained the required information enabling leaders to appropriately determine workers suitability.

Leaders ensure staff recruitment is timely and leaders appropriately determine workers suitability. Staff are appropriately supported to enable them to fulfil their roles.

4.4 How effective are partnerships?

Leaders have positive partnerships with parents and the wider community.

Leaders kept parents informed about their child's time at the service through a written daily record and parents shared valuable information about their child with staff before their child started. Parents spoken to told us they really valued the daily record of what their child had done during the day. They found them informative and useful. Another parent told us they liked the diary as it gave them "*ways of talking to their child about what they had done during the day*". Leaders told us they had close links with the local primary school and through working together they provided a service that met children and their families' needs. Completed questionnaires received were all positive with one parent noting. I have never had any complaint with the service; *'I feel it's a real asset for Machynlleth'* had changed their hours of opening to suit the school nursery sessions the children attended in the afternoon.

Leaders have established effective partnerships which promote positive outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders to consider;

- Supporting staff to familiarise themselves with the correct process to follow when changing children's nappies to reduce the risk of spreading infection;
- ensuring all staff are familiar with the correct process to follow when recording an accident or an incident and to record that this has been shared with parents;
- supporting all staff to implement and follow a well planned activity plans and track children's progress, using the information gathered to plan for children's future learning and individual needs.
- additional fire drills to ensure staff and children can be safely evacuated from the building in the event of a fire;
- ensuring the second play room is made suitable and welcoming for children to use and complete and additional risk assessment to include the additional play room;
- allowing older children to use an alternative toilet as this would possibly be more suitable, and;
- reviewing the leadership structure to ensure staff are fully aware of leaders' expectations and their vision for the service to ensure consistent service delivery across all sessions offered.

6. How we undertook this inspection

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

One inspector undertook a visit to the service on the 19 April 2018 between 9:15 am and 17:45pm. Feedback was given to the responsible individual over the phone on the 16 May 2018.

We:

- inspected a sample of documents and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children and the staff;
- spoke with parents;
- looked at the children's and the staff files; and,
- looked at the resources.

Further information about what we do can be found on our website:
www.careinspectorate.wales

About the service

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| Type of care provided | Childrens Day Care Full Day Care |
| Responsible Individual | Eleanor Larmour |
| Person in charge | Tracey Jones Nicola Millward |
| Registered maximum number of places | 19 |
| Age range of children | 3 years – 12 years |
| Opening hours | 8.30am – 6.00pm Monday to Friday |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 3 & 11 November 2015 |
| Dates of this inspection visit(s) | 19 April 2018 |
| Is this a Flying Start service? | No |
| Is early years education for three and four year olds provided at the service? | Yes |
| Does this service provide the Welsh Language active offer? | The service is working towards providing an 'Active Offer' of the Welsh language and demonstrates an effort to promoting the use of Welsh language and culture. |
| Additional Information: | |