



# Childcare Inspection Report on

**ABC Out of School Club**

**Ysgol Rhostyllen  
School Street  
Wrexham  
LL14 4AN**



**Date of Publication**

**26 July 2018**

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## **Description of the service**

ABC Out of School Club is registered to care for 48 children. The responsible individual is Sarah Love and the persons in charge are Terri Griffiths and Rachel Davies. Children from three to eleven are able to attend the club. The club is held in a large hall within Ysgol Rhostyllen. The children have use of their own outdoor area as well as the enclosed school grounds for outdoor activities. Children who attend the wrap around element of the service also have access to the Nursery classroom room and a secure outdoor play space. There are snack preparation and toilet facilities and suitable storage areas for equipment and the children's belongings.

English is the main language with some Welsh being promoted. This is a service that does not provide the Welsh Language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children are flourishing, enjoy attending and are happy and content spending their time with staff and friends participating in the activities provided. Staff are well motivated and strive to make a difference in children's lives. They provide effective care, managing interactions well and planning opportunities for children to learn and develop their independence, and the relationship between them is relaxed and happy. Leadership is effective and their vision of the service is shared through the statement of purpose.

### **2. Improvements**

The recommendation made at the last inspection had been met. In addition the service was awarded Wrexham Family Information Service's 'Best Out of School Club' for 2017 and in 2018 won the 'Children's Choice' award for any category, they also came 'runner up' for 'Best holiday club' of the year. Children chose an X Box as their new resource and many other play and learning items had been replaced / purchased such as small world items, new construction toys, new board games and imaginative play resources and equipment.

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

The service is compliant with the regulations and so we have not made any requirements as a result of this inspection.

We made recommendations in relation to ensuring children have more opportunities to readily access fresh water and that fruit juice / squash is eliminated from the snack menu.

# **1. Well-being**

## **Summary**

Children are familiar with the daily routines and express their needs with ease; they are happy, confident and content and enjoy their time in the club. They feel comfortable in their surroundings and this promotes their self-confidence and their social development. They enjoy a happy and caring relationship with the staff and attention is given to their individual needs. The children benefit from attending the club and they receive warm and respectful care.

## **Our findings**

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

The children receive ample attention and are given many opportunities to express what they would like to do and they are listened to.

The children benefit from a wide variety of activities to choose from and an extensive selection of resources to complete these activities. We firstly saw younger children in wrap around care freely making choices from resources set out in their nursery classroom. Older children after school were seen engaging with their self chosen activities as soon as they arrived at the club in the hall colouring, playing with dolls, chatting happily with staff and their friends about what they would choose to do next. There was a range of indoor and outdoor construction and physical play options also available which were suitable for the various age ranges of children present. The club was run in a child centred way without a strict structure – this enabled the children to choose what they would like to do and their wishes are catered for. Throughout the inspection we saw that children were free to choose any activity and also to change activities when they wished to do so.

Children benefit from the relaxed atmosphere and the abundant opportunities to express themselves; every child's voice is respected and they are listened to.

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

The children are content and happy with the staff and chat freely with them. Many of the children were confident and happy to chat with us.

We saw the lovely relationship that exists between the children and the staff, which enables the children to show respect towards others and their friends. We heard children thanking the staff without any prompts and having interesting conversations with each other which created a very social atmosphere. We had a conversation with some of the older children who actually told us they felt appreciated by staff who know them well and are able to talk to them about their families, their home life, their hobbies and achievements and their day in school. One child told us they liked to still come to the club every day even though they are now at the high school because they feel safe and the staff are like family to them. This

close relationship means that children are comfortable with staff and this further develops the relationship between them.

The children feel comfortable and content in the care of the staff and they are treated with respect and decency.

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

Children interact well and are learning to control their behaviour, co-operate, take turns and help others. They are learning how to build relationships with others.

Children benefit from the consistent and regular encouragement about acceptable behaviour. Children received positive persuasion, constant praise, staff used gentle voices to encourage them to behave appropriately through out the session. The older children were seen conversing with the younger children and encouraged them to join in with their games and to help with keeping play areas tidy.

The children are led by a good example on how to build a happy relationship with others and also to respect them. This is effective motivation in their social development.

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

The children thoroughly enjoy the opportunities to play and relax, and they were fully engaged with the activities on offer.

We saw that all the children were busy taking part in a wide range of activities throughout the inspection period. There were a variety of indoor and outdoor toys, games and puzzles and a selection of craft activities. Children could move freely from one activity to the other. We saw that some of the children concentrated on one activity for a long period of time before doing something different. Some children played happily on their own and some were in groups and the children enjoyed the opportunities to do activities with the staff. We were able to talk with some of the children and they all praised the variety of activities in the club particular the craft opportunities and visitors who come in during the holiday club to do things like science experiments, creepy crawly show, hula hooping and street dancing. We viewed photographs of some of these activities and children enjoyed explaining to us how much fun they had had.

The children have a wealth of opportunities to participate in a wide variety of activities, some of which are of a more structured nature. This maintains their interest and adds to their enjoyment when attending the club.

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

The children receive frequent and varied opportunities to develop socially and become independent.

The club is based on a strategy of nurturing independence – the children choose what they want to do, when and what they would like to eat and with whom they spent their time. The children are encouraged to prepare their own snacks, which encourages independence. We saw some children pouring their own drinks and making their own wraps from a selection of savoury items. Also available were cheese straws, fruit and a drink of concentrated apple juice. This also gives the children the opportunity to express likes and dislikes. The children were encouraged to clear up after eating. All the children were reminded to wash their hands which they did independently and also used the toilet facility. Resources are easily accessible for the children to choose from.

The children receive effective encouragement to be independent and accessibility to resources contributes to this.

## **2. Care and Development**

### **Summary**

The staff in the club have succeeded in building a warm relationship with the children, they successfully promote positive behaviour and have created a caring environment. The staff are familiar with and show a good understanding of key policies and procedures and they know when and where to seek help.

### **Our findings**

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

A broad range of procedures are in practice to ensure the safety and health of the children.

In conversation we found that all members of staff spoken to were fully conversant with the Child Protection Policy and knew which steps to take if a case arose. Staff members have a current Paediatric First Aid training certificate and records showed accidents were recorded and parents signed to acknowledge receipt of the information. Staff also achieved Level 2 in Food Hygiene which ensured that they prepared snacks following hygienic procedures to keep children healthy. We saw that tables were cleaned before snack time was set up. The club provided the children with healthy snacks by following a two week menu, however, we recommended that fruit juice is eliminated and replaced with water or milk and that fresh water is made freely available at all times for children to help themselves to. Staff are aware of procedures relating to infection control and we saw children were reminded to wash their hands before snacks and after using the toilet. The staff hold regular fire drills with the children and this is recorded appropriately. A daily register is kept and was seen to be complete and current. We saw staff giving children timely reminders about safety for themselves and of others.

This is a well organised club and staff take steps to ensure that they successfully keep children safe and healthy.

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

The staff promote positive behaviour at all times. The children are treated with respect and are continuously given a clear example of acceptable behaviour.

The staff have built a warm relationship with the children which creates a friendly environment in the club. Children are free to relax and enjoy themselves after a tiring day at school. We saw staff chatting with the children about their families and their hobbies and taking an interest in what the children had to say. We saw that staff take the time to chat with every individual in their turn. This leads to children who are confident happy chatting to each other and also the inspector present. The children display positive behaviour at all times because they are kept busy and are fully engaged in a variety of activities which contributes to the happy and content atmosphere. Staff were heard praising the children consistently.

The staff have succeeded in setting behaviour boundaries while allowing the children the freedom to be relaxed and happy and also lead by example.

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

The staff have provided an interesting environment where children can relax and be cared for. The staff are aware of individual needs and respond appropriately.

Staff plan a variety of seasonal activities for the children. The club is well equipped with age appropriate resources. Children are encouraged to play with age appropriate toys and also to develop how they play. We saw some children playing outside with hoola hoops, balancing wooden planks on the school adventure playground and running around playing football and tag. As most of the children had left by 5:00 pm one of the remaining children coped with his disappointment with the encouragement of a member who asked what he would really like to do next. The child asked to go indoors to play ball games with staff, this was soon developed into a game of football which the child enjoyed immensely. Clearly, staff were aware of every child's needs and these were catered for.

The staff provide a stimulating environment and activities for the children to promote their development and wellbeing and successfully respond to individual needs

### **3. Environment**

#### **Summary**

Leaders provide a safe environment, visitors are recorded and updated risk assessments reflect current practice. Leaders ensure the environment is a suitable place for children and made sure it provides them with opportunities to play and learn indoors and outside. Resources and equipment are of a good quality and suitable for the ages and stages of development of the children.

#### **Our findings**

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

Leaders ensure children are cared for in a clean and safe environment.

The premises were secure, access is through the main entrance to the school where a record of visitors is maintained. Safety procedures are in place to ensure that the children receive care in an environment that is safe and clean. We also saw a range of current and detailed risk assessments which were updated regularly and any action taken clearly recorded

There is plentiful space for the children to play inside and outside. The spaces used are well organised and consistent tidying up and storage ensures that there is no clutter leading to safety risks.

Leaders have succeeded in creating an environment which is safe for the children but does not restrict their adventurous nature.

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

The club provides a quality environment which is suitable for children to relax. There is sufficient space and a wide range of resources to fulfil individual needs.

The club is held in a large hall where the majority of resources are stored in a large cupboard which means they are easily brought out and set up and accessible to the children. There is sufficient space for all the activities that the children were engaged in. The toilet facility is accessible and promotes the children's independence. There are tables set out for children to sit at when they choose to have a snack which gives the feeling of being in a café.

The leaders have successfully provided an extensive range of resources and a suitable environment which encourages the children to relax and have a good time.

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

The leaders make good use of the quality environment and furniture provided by the school. The leaders ensure that suitable resources are provided which are age appropriate.

We saw that the furniture was of good quality and suitable for children. The club provides ample resources for the children. We were told that staff check the equipment and resources regularly and a thorough check of all resources is done on a termly basis. In conversation with some of the children we found that they were very appreciative of all the resources available to them and they told us how involved they are with making suggestions when purchasing of new equipment. Children were very excited about the ICT equipment that was available to the club in particular the X Box which they suggested in their questionnaires.

The leaders have provided extensive resources to ensure that children enjoy themselves, and that they are of a quality that ensures the safety of children.

## **4. Leadership and Management**

### **Summary**

Leadership is effective for the daily running of the service and staff are well supported. The responsible individual and persons in charge are aware of their legal responsibilities and ensure there is a system for regular monitoring. There are strong partnerships, which benefit the children and their families,

### **Our findings**

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

Leaders have ensured that the Policies and procedures are detailed and kept in order and that they contain the appropriate information.

The persons in charge were conversant with Policies and Procedures and these are incorporated in daily practices. The leader has an up to date and comprehensive Statement of Purpose which is given to parents as part of an information pack before their children commence to use the service. The staff attend courses regularly to ensure that they are well informed and up to date with current procedures. The persons in charge stated they were well supported as the responsible individual is available to discuss any issues that may arise and also visits the service each week.

Leadership is effective.

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

The club leaders practice self-evaluation procedures and are able to plan improvements to the service regularly.

We saw evidence of self-evaluation procedures and a Quality of Care report was in the process of being completed and would soon be readily available. The evidence was seen to be comprehensive and gave a clear picture of all that had happened during the past year and also plans for future improvements. We saw that information from parent and children questionnaires, and also staff questionnaires were being collated to be fed into the report. We saw a sample of these questionnaires and all of the comments were very complimentary and positive. Children have regular meetings to make suggestions about future activities.

The leaders ensure effective self-evaluation and improvement takes place.

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

Leaders are very experienced and manage staff and resources effectively. Responsibilities are delegated when appropriate. The staff are well supported and co-operate well as a team.

Staff files met requirements and also evidenced that staff had an annual appraisal and 1:1 supervision. We saw staff collaborate well as a team and support each other. We saw staff take over from colleagues when the need arose, for example if a member of staff was required to speak to a parent, another member of staff continued with activities for the children. This is a popular and busy After School club but with effective teamwork the club operates successfully. The staff are well supported and are given opportunities to express opinions in self-evaluation monitoring and questionnaires. This enables leaders to give staff ownership of decisions taken. The staff are given steady and positive leadership which allows shared management of the facilities and equipment.

The staff work effectively and diligently as a team to ensure good quality care for the children. Responsibilities are shared successfully and are positively managed.

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

There is a good relationship between the club and the parents, with regular and open communication pathways that benefits the children's wellbeing.

We spoke to three parents who came to collect their children, and every one of these parents spoke very highly of the service provided by the club. Staff were very highly praised, also the activities, craft making, commitment to meaningful outdoor play and snacks provided for their children. One parent spoke of the child's reluctance to go home after club because they enjoyed themselves so much. Another said that she doesn't work every day but her child insists on coming to the club. They were also very positive regarding information they receive from the club. There are sufficient opportunities for parents to discuss any issues with the staff on a daily basis.

The close relationship with parents enables the staff and leaders to provide the best regarding the care of all the children. Parents are provided with regular updates regarding the children's welfare. We saw staff reporting to parents as they came to pick up the children.

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

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

There were no issues of non-compliance.

### **5.2 Recommendations for improvement**

Children have more opportunities to readily access fresh water and that fruit juice / squash is eliminated from the snack menu.

## 6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Tuesday 19<sup>th</sup> June 2018 from 14.15 pm – 17.30pm

We:

- spoke to the children, person in charge, staff, some parents;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- inspected a sample of documents and policies;
- inspected the areas used and
- reported our findings to the person in charge as the registered person was unavailable. We offered a telephone appointment to discuss the findings to the registered person for Monday 25<sup>th</sup> June 2018. However, on 20<sup>th</sup> June 2018 the registered person confirmed this was not necessary as she was satisfied that she had received comprehensive feedback from the person in charge.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Sarah Love
Person in charge	Rachel Davies Terri Griffiths
Registered maximum number of places	40
Age range of children	4 years to 12 years
Opening hours	11:20 am – 18:00 pm Monday to Friday during term time. Holiday Club operates from 08:00 am – 18:00 pm throughout the school holidays excluding Bank Holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 <sup>th</sup> May 2015
Dates of this inspection visit(s)	19 <sup>th</sup> 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?	No
<p><b>Additional Information: this is a service that does not provide and “Active Offer” of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/ children who use the service. This is because the service is situated in a primarily English speaking area.</b></p>	

