



Childcare Inspection Report on

Annexe Alive Club

**Brookfield Primary School
Mold Road
Connah's Quay
CH5 4QL**



Date of Publication

Wednesday, 15 August 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Annexe Alive out of school club for a maximum of 65 children up to the age of 12 years old. The registered person is Kathryn Fox - Parry and the person in charge is Sian Bland - Chaloner. The service is held within Ysgol Cae'r Nant. It has use of the Community Room, hall, dance studio, spare classroom and several outdoor areas within the school. The hours of operation are 7:45 am to 8:45 am for breakfast club, and 15:00 pm to 17:30 pm for after school Monday to Friday, term time only.

The care is mainly provided in English 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 at Annexe Alive Out of School Club. They enjoy attending, are happy and feel safe in their surroundings. They experience positive attachments with staff who are extremely enthusiastic and dedicated to providing children with excellent care, managing interactions effectively and planning opportunities for children to learn and develop their independence. The indoor and outdoor environments offers wide ranging imaginative and stimulating activities for children to explore and be highly active.

Leadership is effective and their vision of the service is shared through the statement of purpose.

2. Improvements

The children have engaged in awareness raising sessions in dementia friends, and on the United Nations Convention on the Rights of the Child, (UNCRC) . They participated in a mutually beneficial community project in a local elderly persons residential care home, and created displays for their main playroom of some of the Aims of the UNCRC.

Via the out of school council, children's ideas for new equipment and activities have been implemented; they raised funds for some of the equipment by running a stall at the summer fair. Additional activities which are popular and complement children's learning include a sewing club, cooking club, art club, chess and drafts club. Some staff have achieved higher level training in childcare learning and development such as Level 5 and selected staff completed team teach, all staff have signed up to the play work level 3 transition award training which has resulted in better outcomes for children.

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 two recommendations in relation to extending the choice of the snack menu as a result of some children's suggestion during this inspection and, further develop the day to day use of the Welsh language; considering the 'active offer'.

1. Well-being

Summary

Children have a voice and are encouraged and supported to express themselves. They feel safe and happy as they are familiar with routines and understand expectations. Children of all ages interact well, playing alongside and helping each other. They enjoy the activities and their play and learning experiences. Children are able to follow their interests and develop a range of skills.

Our findings

1.1 To what extent do children have a voice?

Children are supported and encouraged to express themselves. As a result they are able to confidently communicate their needs and preferences in their own way and know they will be listened to.

Children were able to move around freely. They regularly made choices about how they spent their time and they chose what activities they wanted to take part in. We saw children exploring the environment freely to play inside or outdoors between the various areas on offer. Staggered snack and additional fresh fruit was available throughout the session giving children the option and choice of when they ate. We saw they were not rushed but given the space to finish their food and activities in their own time. Children were able to voice their opinions and ask questions. We saw children enjoying talking to their friends and staff, many happily spoke to us as they played about what they were doing and what they liked to do on other days. Children had attended their own 'council meetings' on a regular basis, many had also completed questionnaires, sent an email or simply drawn a picture to give their opinions. We also saw sticky notes were provided for children to write on to reflect on previous activities and stick their ideas on the notice board. For children who may be worried about anything there was a *worry box* on the desk which they could write their name on if they wanted some support. Staff confirmed the box is checked every day. Two children we spoke to said they would like more salad, unusual fruit and dips, we therefore recommended that a more varied alternative choice of savoury snack items is made available for children who do not like cereal and toast which is the most popular choice.

Children benefit from the dynamic but relaxed atmosphere which offers 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?

Children are familiar with the daily routines and approach staff with ease.

Children positively flourish, they were comfortable and confident in their surroundings, enabling them to move around the environment freely. Children had a sense of belonging, they had positive bonds of affection with staff, which enables the children to show respect towards others and their friends. Children felt safe as they were familiar with the staff, as

most also work within the school. They also knew what was expected of them and the routines and procedures in place to ensure they are kept safe

Children's emotional well – being was supported positively. We observed a child kindly but persistently trying to persuade others to join in a craft activity which they didn't really want to do, but through dedicated one to one care by staff the child was soon improving in mood, coped with the disappointment and subsequently enjoyed the rest of the afternoon activities along with the other children We heard children thanking the staff without any prompts and having interesting conversations with each other which created a very social atmosphere. Towards the end of the day, an older child who had left the service after several years came in to donate some resources she knew the children would like as a thank you for the time she had spent there with her friends and staff. This close relationship means that children are able to form bonds of affection and a sense of belonging.

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

1.3 How well do children interact?

Children interact well and are learning to co-operate, take turns and help other..

Children interacted and listened to instructions well. For example, they listened when it was time to wash their hands and tidy up for snack and all eagerly worked to get the job done. Children were seen to benefit from the consistent and regular encouragement about acceptable behaviour. They received , constant praise; staff used gentle voices to encourage them to interact throughout 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 and safe. Children were content to play alongside each other and interact with staff and us. They were happily playing and sharing resources with minimal support from the staff. For example, children who were playing on the interactive tablets, knew there was a time limit on how long they could play on it and were willing to pass it on to the next person when their time was up.

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

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

Children are enthusiastic and thoroughly enjoy their play and learning.

All children were highly motivated as they participated in their choice of play from a comprehensive range of options available to them. Children welcomed others to their games and chose when they wanted to be fully occupied and when they wanted to focus on quieter tasks such as making World Cup Flags, colouring, drawing , or just sitting under the gazebo having a rest and a cold drink as it was an exceptionally hot day. They focused for an appropriate amount of time and were happy to share what they were doing with others, including us. A group of children were really proud of what they had done and wanted to

show us their wall displays of letters and photograph of their project in their community. Others told us about how much they had enjoyed their '*clubsize dance*' exercise session in the studio complete with sensory light and loud music. Some older children were seen making a birthday card for one of their friends. They were provided with a range of materials to use but were enjoying making their own creations. Children were encouraged and supported to take positive risks such as the adventure play area with climbing equipment. A group of children were seen enjoying threading coloured beads onto some string to make jewellery alongside a member of staff. They were counting how many they had threaded and some were trying to make patterns.

Children have a choice of inspiring activities and gain a sense of achievement from their play and learning experiences.

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

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

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. This also gave the children the opportunity to express their likes and dislikes. The children were encouraged to clear up after eating. Children used the toilet facility independently; some were reminded to wash their hands which they subsequently did. Throughout the session we saw children positively directed their own play, choosing appropriate tasks to enjoy, staff followed their lead as many children chose to move between rooms as well as outdoors Resources were easily accessible for children to choose from and they could ask for more if they wished to develop their play.

Children receive effective encouragement to be independent and accessibility to resources and various play areas contributes to this.

Children develop a range of skills through the activities available and they are supported to become independent.

2. Care and Development

Summary

Staff are well organised, competent and motivated. They successfully promote children's all round development through varied and interesting planned activities and their caring and responsive approach. Staff are well qualified and experienced and work effectively to meet children's needs. They understand how to keep children safe and healthy and promote positive interactions through a consistent approach and being good role models.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an excellent understanding of their roles and responsibilities and they are committed to promoting children's overall well-being.

Policies and procedures were easily accessible and embedded in practice. Staff demonstrated a sound understanding of safeguarding and ensuring children's continued well-being. Staff spoken to were familiar and confident with the process to be followed if they were worried about a child. All staff spoken to informed us they felt they had ample opportunity for discussion with each other and leaders to monitor the well-being of children and detailed records were kept. Children were well supervised, we saw staff liaising on walki-talkies as children moved between the rooms, staff adjusted the staffing levels accordingly in each area to offer support and supervision in keeping with the children's individual needs. Staff had established a close and effective working relationship with each other and parents. Accident and incident forms had been completed fully and a thorough review was conducted every month to ascertain whether there were any significant patterns which would highlight changes needed to be implemented. Staff followed the procedure recommended by Public Health Wales to reduce the risk of cross infection and contamination. All staff have completed appropriate training and hold current paediatric first aid certificates. Several staff have had specific training to support children with medical conditions such as serious allergies. We saw staff checking children's blood sugar levels before snack. It was a very hot day and fresh drinking water and pieces of fresh fruit was available for children to help themselves to. Staff encouraged children to drink fresh water regularly, this helped to keep them hydrated. Staff supported children to wash their hands with liquid soap and water before snack time, and snacks provided were healthy and nutritious and were prepared by staff all of whom hold a current food safety certificates. Physical activity was given high priority with all children spending an extended period of time playing outside in the fresh air, and or dancing indoors. Fire drills had been regularly undertaken; with detailed record of action needing to be taken and evidence these had been implemented promptly. Also, 'reverse drills' were held in order to practice a potential situation that an unauthorised person or animal had managed to get into one of the outdoor areas, various scenarios were practiced and children knew the signal for coming inside immediately under such circumstances.

Staff have excellent measures in place to ensure children's overall health and well being are promoted.

2.2 How well do practitioners manage interactions?

Staff are consistent. They are extremely approachable and caring.

Staff spoke with children in a calm and caring manner and children responded in the same way. We heard lots of *please* and *thank you* and positive behaviour was celebrated. Staff showed genuine care and concern, giving children lots of praise and encouragement, letting them know how well they had done. Staff shared with children how '*fantastic*' they were, and all exchanges were genuinely warm and affectionate. Staff followed their behaviour management policy and implemented effective positive behaviour management techniques, distraction was used, when a child was upset because they wanted their mum, staff used a positive voice and encouraged them to look out the window with each other to see what was going on.

Staff foster and promote positive relationships, they are caring and passionate in their approach; thus enabling children to flourish and grow.

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

Staff fully promote children's play, learning and development

Staff knew the children extremely well and provided plenty of support when needed; giving children time to follow their own interests and ideas. For example, staff had arranged a themed area on the yard where there was a pretend road for bikes, the tyre park linked to this for children who enjoyed active adventurous play. Staff also facilitated children to have a quieter time after a busy day at school by encouraging them to spend time in the Forest school area which had places to sit and rest looking at various plants, and butterflies. They showed a genuine interest in the children's choice of activities; they were heard discussing how many snails and butterflies they had been able to find in the area. The main playroom was extremely well planned, staff facilitated activities through implementing the principles from the foundation phase curriculum. They told us they planned the themes and activities by carefully taking into consideration children's interests and level of ability which made learning fun and interesting for the children. Staff kept records of children's development, completing regular assessments of their ability and providing appropriate well planned activities in response, to extend children's learning. Staff regularly recorded observations to plan for the children's future play and learning and we saw evidence of children making positive progress in their understanding of the world around them. Children were developing fundamental skills and if needed they were accessing additional support and resources with staff and agencies working in partnership to ensure children thrived.

Staff are dedicated and very enthusiastic in promoting children's play, learning and development.

3. Environment

Summary

Leaders ensure children are cared for in a stimulating and secure child centred environment providing them with a positive ethos for play and learning. Effective procedures are followed to ensure children are kept safe and resources are clean and of good quality.

Our findings

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

Leaders prioritise the safety of children and ensure staff are aware of their responsibilities and implement changes when required.

Risk assessments were in place for all areas used and these had been reviewed and updated annually or more frequently if required. Additional risk assessments had been completed for specific activities or changes to the environment and all rooms and outside areas had completed daily safety checklist to ensure the environment was safe before the children arrived. We saw an effective daily cleaning routine was implemented, with appropriate methods and procedures being followed. Detailed health and safety audits had taken place. Staff were vigilant to any potential health and safety risk to children, for example, a drink was accidentally spilled in the hall, staff responded immediately by fetching yellow cones to section the area off whilst a mop and bucket was used to clean the area up. The environment is safe and secure, the exterior entrance to the school foyer is kept locked at all times and fob holders can only access all areas. We were asked to register our presence on a touch screen and a photograph was taken as an identifying record. A visitors log and daily register were kept, recording the staff and children who attended; with a record kept of the name of the authorised adult who would be collecting the child at the end of the day.

Leaders ensure hazards are identified and measures are put into place to minimise the risks to children's safety.

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

Leaders prioritise the safety of children and ensure staff are aware of their responsibilities and implement changes when required. Areas used are signposted in English, Welsh and braille.

Risk assessments were in place for all areas used and these had been reviewed and updated at least annually and more frequent if necessary. Additional risk assessments had been completed for specific activities or changes to the environment and all rooms completed daily safety checklist to ensure the environment was safe before the children

arrived. We saw an effective daily cleaning routine was implemented, with appropriate methods and procedures being followed

Leaders ensure hazards are identified and measures are put into place to minimise the risks to children's safety.

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

The indoor and outdoor play areas are welcoming, well - decorated and provide a rich environment for learning. There is more than sufficient space and facilities to meet the needs of different age groups and individual children.

Leaders and staff had made the use of the outdoor play areas a high priority and it was used as an integral part of the learning environment. Leaders and staff had thoughtfully laid out the outdoor areas to allow children to explore a range of play opportunities because they contained: a large Forest School area, Netball / tennis courts, gardening area, and grassed area, Adventure play area with climbing equipment, Tyre Park and Role Play house. Indoors, resources were of a suitable design and condition. Children had access to furniture, equipment, toys and materials that were suitable for their needs, this was easily accessed by low level storage. There was a balance of natural based and plastic resources. Leaders had ensured the environment was bright and welcoming and that children's work and photographs were on display throughout the main playroom which created a good sense of security and belonging.

Leaders ensure the environment is suitable.

4. Leadership and Management

Summary

Leadership is effective for the daily running of the service and staff are well supported. The registered persons and person 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 model and deliver an excellent service.

Leaders have communicated their vision for the service well. The statement of purpose provided an accurate picture of the service. The staff team is consistent and go over and above to fulfil the aims of the service and promote positive outcomes for children and their families. The person in charge is supernumerary and works closely with the registered person, who as head-teacher for the school is often in the building during operational hours, they succeed in working together to lead the service; they are visible and available. They give priority to ensuring the service continues to move forward and have exceedingly high expectations for the direction and achievements of the service. The person in charge and staff are exceptionally committed and genuinely passionate, driving the service forward for the benefit of the children and families who use it. The person in charge and staff are thorough in their leadership to motivate the setting to be a nurturing, caring environment where children are happy, eager to learn and be confident. All policies and procedures are regularly reviewed and easily available for parents and staff. We discussed with leaders the recent introduction of the 'active offer' and the expectation the Welsh language is readily available within the service and we recommended more Welsh could be used day to day with the children.

Leaders and staff have a clear sense of purpose that promotes improvements and regularly exceeds The National Minimum Standards for Regulated Child Care.

4.2 How effective is self evaluation and planning for improvement?

Leaders regularly assess the quality of service delivery and implement robust strategies to improve and move the service forward where required.

We saw evidence of leaders assessing outcomes and regularly reflecting on what they do. A quality of care report was in the process of being collated, children and parents we spoke to confirmed their views had been sought and recommendations implemented. For example, children made requests for activities, new equipment and resources throughout the year via the children's council meetings. Various workshops had been introduced such as sewing, cooking and art, which proved popular. Focus for improvements from September 2018 included a chill zone, defined bingo and construction areas. Outside

professionals will be brought in to run additional workshops for children. Leaders plan to monitor the success of these workshops by asking the children's council to give feedback. Professionals visiting the service are requested to complete a feedback form, reporting on how their visit went and record any observations made on how leaders and staff can improve practice and the environment for the future. Leaders involve staff in any changes and promote a positive ethos that they all work as one team.

Leaders ensure they gain the opinions of staff, parents and children to make positive improvements that enhance the children's care and experiences.

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

Leaders provide staff with a high level of support; resources are regularly reviewed and updated when needed.

Leaders supported staff in their roles and everyone is extremely familiar with their responsibilities. Leaders and staff are diligent in ensuring all staff feel supported. New staff confirmed that they had been part of an induction process which ensured they were familiar with the service and their roles and responsibilities. Staff files contained all the required information and all relevant checks had been completed showing that there was a robust recruitment process in place. Staff training was up to date, additional training was attended to enhance their knowledge and support staff for future career development. Leaders clearly conveyed what the service seeks to accomplish and supported staff to be forward thinking and highly valued their work they do. Supervision and annual appraisals have been taking place and staff confirmed these were be regular, relevant and meaningful.

Leaders have appropriate high expectations of themselves and others, set realistic targets and are good role models to motivate staff.

4.4 How effective are partnerships?

Leaders work closely with partner agencies and promote working in partnership with parents. They are also building positive relationships with the community.

Leaders provide parents and partner agencies with detailed information about what the service's aims and objectives are and what children will experiences and benefit from when they attend the service. Parents benefit from receiving detailed information about their child's progress and achievements during their time at the service. . All completed parent questionnaires returned were extremely positive. Parents shared that *'the staff are very approachable and inform us as parents how they get on'. My son really enjoys going to club & loves all the staff there'*. This is an *'excellent service, very thankful for all their hard work and efforts.'* . A parent told us *'the staff are amazing and so caring, I know she is so happy, it makes her day coming to club, she is sometimes cross if I pick he up too early, one day she tried to hide, staff used fun and coaxed and reassured her she is booked in for the rest of the week''*.

We also observed an older child who had left to go to High School, she dropped by with her Dad to donate some toys and craft making as a thank you for the time she has spent at the club. and her interactions with the staff and many of the children present Lots of smiles and hugs and genuine affection was seen.

. A completed questionnaire by a parent said "*amazing staff, amazing environment*"

We saw ample evidence of leaders and staff working in partnership with partner agencies and we saw positive feedback report all stating how the effective joint working contributes to positive outcomes for the children. The service regularly welcomes professionals from other services who visit for inspiration and fresh ideas on how to a large club and meet the sometimes complex needs of children using the service. Leaders have recently started '*befriending initiatives*' with older people in the local community, extending the positive experiences to children and older people who have skills and memories to pass on that may be lost in the community.

Leaders work closely with parents to improve children's learning and well being, they are kept well informed and encourage parents to be active partners. The service is working hard in order to promote good links with the community and partner agencies.

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;

- Offering a more varied snack menu and
- further develop the day to day use of the Welsh language; considering the 'active offer' of the Welsh language.

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 26 June 2018 from 15:00 to 18:00.

We:

- Inspected a sample of documents and policies, including four staff files, six children's records, risk assessments and registers;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, staff, and the person in charge;
- inspected the areas used by the children and
- gave feedback to the registered person over the phone on 2nd July 2018.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Kathryn Fox - Parry
Person in charge	Sian Bland -Chaloner
Registered maximum number of places	65
Age range of children	Under 12 years old
Opening hours	Monday – Friday (during term time): Breakfast Club: 07:45 am- 08:45am and Out of School Club: 16:00 pm – 17:30pm.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 May 2015
Dates of this inspection visit(s)	26 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?	This is a service that is not working towards providing an 'Active offer' of the Welsh language. At present the Welsh language is not actively visible and available in the day to day operation.
Additional Information:	