Childcare Inspection Report on

Ysgol Penllwyn After School Club

Penllwyn Primary School
Penllwyn Estate
Capel Bangor
Aberystwyth
SY23 3LP

Final Report

Date Inspection Completed

11/07/2019
Final unpublished report
<table>
<thead>
<tr>
<th>Ratings</th>
<th>What the ratings mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>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</td>
</tr>
<tr>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td>Adequate</td>
<td>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.</td>
</tr>
<tr>
<td>Poor</td>
<td>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</td>
</tr>
</tbody>
</table>
Description of the service

Ysgol Penllwyn After School Club was registered in 2013 to provide out of school care for a maximum of 32 children. The service offers care to children from aged 3 to 11 years between 3.30pm and 6pm on Wednesday and Thursday and is situated at Penllwyn primary school, Aberystwyth. The responsible individual is Emma Parr-Davies and the person in charge is Rhian Jones. The service is provided bilingually and offers the ‘Active Welsh Offer’ in relation to the Welsh language.

Summary

<table>
<thead>
<tr>
<th>Theme</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-being</td>
<td>Good</td>
</tr>
<tr>
<td>Care and Development</td>
<td>Good</td>
</tr>
<tr>
<td>Environment</td>
<td>Good</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>Good</td>
</tr>
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</table>

1. Overall assessment

We found children enjoy themselves very much at Penllwyn After School Club. They have fun with their friends and are cared for in a safe and stimulating environment. They have access to a well-resourced outside area. They are cared for by nurturing and consistent staff that are committed to meeting their individual needs. Parents are very happy with the service provided.

2. Improvements

The service has acquired new sports equipment.

3. Requirements and recommendations

We made a recommendation with regard to health and safety and this can be found at the back of the report.
1. Well-being

Summary

Children at Penllwyn After School Club are listened to and make choices. They are happy, secure and settled. They enjoy freely chosen and self-directed play as well as some planned activities.

Our findings

Children made effective decisions about their play from a variety of activities offered at the club. They chose to play with age appropriate activities such as colouring, card games, twister, Ipads and balance toys. They could access the toys themselves such as board games, knex, magnets, popoids and musical instruments which were within easy reach. Children confidently asked staff if they could play a game of twister and staff reacted positively to them. Children arrived at the club happy, smiling and laughing with friends. They engaged freely with the other children and chatted to staff about what they wanted to play and about their day in school. They told us they enjoyed coming to the club, playing with friends, Ipads and being outside. They had built a good relationship with the staff. For example one child proudly showed off their new dress to the staff when getting ready for the school barbeque.

Children played alongside and cooperated well throughout the inspection. Younger children waved enthusiastically to their friends as they were picked up from the club to go home. They proudly pointed out their decorated fish on the display board, declaring "I did this one!" Children took turns while playing a card game and whilst playing a game of twister. They spontaneously gave staff cuddles for no apparent reason. Children enjoyed a fun environment where staff and children played together. Children and staff played a game of twister and much to the delight of the children one member of staff fell over. The children laughed heartily declaring the game was "Easy peasy lemon squeezy" for them.

Children moved freely from one activity to the other. For example, one child spent time colouring before moving on to a balancing activity. They enjoyed playing a game of snap with one child shouting “Yes!” excitedly when they won. Children got out, and set up games themselves. One child set up the mat for a game of twister and called staff to join in the game. Children accessed the toilets themselves, washed and dried their hands independently.
2. Care and Development

Summary

Staff know the children in their care well and provide responsive care that meets their individual needs. However, leaders had not obtained signatures on the emergency medical care forms of two children who had recently started at the service. Staff create a relaxed and nurturing atmosphere where some activities are planned and children are supported to participate in their choice of activities.

Our findings

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Staff had updated their first aid training and there were clear procedures in place to deal with any incidents. Accident and incident logs were signed by staff and parents. Leaders had not ensured that the parents, of children who had recently started to attend the service, had signed the emergency medical forms, but this was rectified on the day of the inspection. Emergency medical forms for all other children were signed by parents. Staff practised good hygiene procedures, washing hands before preparing snack and ensuring children washed their hands.

Staff adhered to the service’s behaviour policy and had positive strategies in place to encourage children to behave. For example, children were given ‘dojos’ for; playing kindly, taking part, team work, listening to parents when it was time for them to go home and tidying up. The ‘dojos’ were rewarded with choices of activities such as; making cookies, choosing a special snack, making ice lollies and having an end of term party. Children behaved very well during our visit. Staff modelled expected behaviour by talking to each other and the children kindly. They sat with the children, playing games, chatting and interacting positively.

Staff provided nurturing and responsive care. They knew the children well as staff also worked in the school and the school’s breakfast club. They were familiar with children’s preferences with regard snacks and what they enjoyed to play. Staff responded kindly to requests to play games with the children. Staff planned activities around events such as Chinese New Year, Easter and Christmas, however children mostly enjoyed directing their own play. The service provided the ‘Active Offer’ in relation to the Welsh language.
3. Environment

Good

Summary

Leaders use a school environment for child care. They ensure that the environment is clean and well-maintained and is suitable for the age range of children that are cared for. Children have access to suitable, clean resources and an excellent enclosed outside area.

Our findings

Premises are safe and secure. The door to the building is kept closed and a leaders actively ensure that all visitors sign in. Parents signed the register when picking their children up, ensuring that children were accounted for at all times. Maintenance records showed that the fire and smoke alarms had been tested. Fire exits were kept clear, extinguishers were kept on the wall and leaders carried out regular fire drills ensuring that children and staff were familiar with the evacuation procedure. The public liability insurance certificate was displayed on a notice board and was in date. Cleaning equipment was kept in a cupboard that children had no access to. The environment was clean and tidy. Leaders carried out effective risk assessments on areas used by the children and kept good records.

Leaders ensured that the children were cared for in a child-centred environment. Children’s ‘Finding Nemo’ art work was displayed attractively. The children had access to child sized toilets, sinks, tables and chairs. Toys and resources were stored within easy reach for the children. The service had use of the school’s excellent outdoor area that included an adventure course, tunnel, balance ropes, balance logs, football goals, picnic tables as well as a park for older children.

Children had access to a range of good quality toys and games for the indoors and outdoors. They had received new sport resources from ‘Actif Ceredigion.’ Resources were clean and in good condition and there were plenty of choices for all age groups. There was an ample supply of consumables such as paint, glue, paper and card ensuring children enjoyed many craft activities.
4. Leadership and Management

Summary

Leaders have developed systems and checks to ensure the smooth running of the service. Systems are in place for reviewing the quality of care they provide. Leaders have developed good partnerships with parents and the school in which they are based.

Our findings

The service has a detailed statement of purpose in place that is a true reflection of the service provided. Leaders regularly review policies and procedures, which staff implement effectively in their daily practice. For example, staff followed the positive methods outlined in the service’s behaviour management policy throughout our visit and were familiar with the clear steps to follow in the safeguarding children policy. Leaders had introduced new policies on nappy changing, whistle blowing and GDPR (General Data Protection Regulation).

Leaders review the service annually and produce an informative report. They analyse the feedback from parents, staff and children in each area and were eager to improve the service. Leaders implemented ideas put forward by children and staff, such as creating a suggestion box so that children could post their ideas for activities at any time. Staff had requested to visit other after school clubs to see good practice they could implement to improve their service.

Staff files contained all relevant documents evidencing that all necessary recruitment checks had been undertaken on staff. Staff were suitably qualified. Leaders carried out annual appraisals and regular supervisions on staff and had identified development training needs and targets. Staff were up to date in core training in safeguarding, paediatric first aid and food hygiene.

Parents and carers spoke very positively about the service. They were happy with the information received prior to their child starting at the service. Staff had a relaxed discussion with parents and carers about their children’s time at the service. Leaders had agreed contracts with all parents and had sought consent for various aspects such as taking photographs. Parents told us that the service communicated well with them. The service has an excellent working relationship with the school and the assistant head teacher is the responsible individual for the service.
5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections
None

5.2 Recommendations for improvement
We recommend that leaders obtain parental signatures on emergency medical care consent forms prior to the children attending the service.

Final unpublished report
6. **How we undertook this inspection**

This was an unannounced, full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on the 11 July 2019 for approximately 2.5 hours. Feedback was given over the phone.

We:

- inspected a sample of documents and policies, observed practice,
- undertook a visual inspection of the premises and
- spoke to the responsible individual, person in charge, staff, children, parents and carers.

Further information about what we do can be found on our website: [www.careinspectorate.wales](http://www.careinspectorate.wales)
7. About the service

| Type of care provided               | Children’s Day Care  
<table>
<thead>
<tr>
<th></th>
<th>Out of School Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Individual</td>
<td>Emma Parr-Davies</td>
</tr>
<tr>
<td>Person in charge</td>
<td>Rhian Jones</td>
</tr>
<tr>
<td>Registered maximum number of places</td>
<td>16</td>
</tr>
<tr>
<td>Age range of children</td>
<td>3-11 years</td>
</tr>
<tr>
<td>Opening hours</td>
<td>3.20pm-6pm Wednesday and Thursday</td>
</tr>
<tr>
<td>Operating Language of the service</td>
<td>English and Welsh</td>
</tr>
<tr>
<td>Date of previous Care Inspectorate Wales inspection</td>
<td>22 September and 6 October 2016</td>
</tr>
<tr>
<td>Dates of this inspection visit(s)</td>
<td>11 July 2019</td>
</tr>
<tr>
<td>Is this a Flying Start service?</td>
<td>No</td>
</tr>
<tr>
<td>Is early years education for three and four year olds provided at the service?</td>
<td>No</td>
</tr>
<tr>
<td>Does this service provide the Welsh Language active offer?</td>
<td>Yes. This is a service that provides an “Active Offer” of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.</td>
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</tbody>
</table>

Additional Information:

Date Published 24/10/2019