



# Childcare Inspection Report on

**Marchwiel Time Out Club**

**Ysgol Deiniol Cp School  
The Ridgeway Marchwiel  
Wrexham  
LL13 0SB**



**Date Inspection Completed**

**21/05/2019**

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Marchwiell Time Out Club is based in a cabin to the side of Ysgol Deiniol CP School in Marchwiell Wrexham. The service is registered for 56 children but currently the service care for 40 children. The registered persons are Susan Bellis and Carol Jones. They are both persons in charge. The main language of the service is English. This is a service that does not provide an 'Active Offer' of the Welsh language.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Adequate
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Adequate

### 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

Staff files have been updated and medical self - assessment forms are included;

Staff qualifications are listed and all references held by the school and all DBS's are up to date;

A new form requests permission to administer medication and the parental contract now has permission to apply plasters;

Snack is recorded daily;

An annual review has been completed and questionnaires have been produced for parents asking for feedback in relation to all aspects in the running of the after school club.

New toys and equipment have been added to provide different experiences for the children.

### 2. Requirements and recommendations

Recommendations have been made in care and development and Leadership and management.

# 1. Well-being

**Good**

## **Summary**

Children are given choice and are listened to. They speak confidently and are happy and relaxed. They interact positively with each other and with staff and are developing an age appropriate understanding of socially acceptable behaviours. Throughout the service children find the variety of activities and play opportunities engaging and interesting.

## **Our findings**

Children made decisions and knew they will be listened to. Children confidently made decisions about what they played with and moved freely and happily between activities, which took their interest such as making pompoms. They were confident learners who would respond appropriately when spoken to. Many children took time to chat to us and explain what they were doing. For example, children were heard to ask for more wool to make pompoms and this was provided. Children were secure because their views were valued and respected.

Children feel safe and happy. They were made to feel valued and so they settled well and quickly once arriving at club and expressed enjoyment. They were familiar with the daily routine which provided them with ample opportunities to experience different environments and regular outdoor play. Children were able to form positive emotional attachments with staff and each other. They played contentedly alongside one another when playing tennis on the field and chatted with ease together during meal times. We saw children who participated enthusiastically.

Children interacted well and had fun. They co-operated well with staff and followed instructions. For example, after being reminded by staff not to use the wooden fixed play equipment children responded appropriately. Children listened carefully and are starting to take responsibility. For example, when given tasks to tidy up each child willingly complied, working together as a team to ensure the toys and resources were safely tidied away.

As a result of the opportunities they are given, children are motivated and confident to play and learn. Children were enthusiastic, and engaged well with the range of activities available to them. They experienced free play with adults on hand to help with computers. 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.

Children are interested in and enjoy the range of stimulating play experiences they have. Children are provided with positive opportunities to develop their independence, learn and develop. Children were able to accomplish things for themselves. For example, they washed their hands independently. Children have frequent opportunities to learn and develop their independence.

## **2. Care and Development**

**Adequate**

### **Summary**

Staff have close relationships with the children and know them well. Staff ensure children are kept safe and generally promote healthy lifestyles. Staff provide a range of activities and meets children's individual needs. They encourage positive interactions and are good role models.

### **Our findings**

Staff have a sufficient understanding of how to keep children safe. They understand the policies and procedures in relation to safeguarding. Staff kept the environment free from hazards and promoted the children's safety providing individual support as required. Staff promote physical activity outside and provide good opportunities for children to be active throughout their time in club. Staff had an understanding of how to complete the accident and incident records however these need to be confidential and required more detail. If a child came to club with an injury sustained at home or school then this should be recorded. Staff had considered risk assessments for example not allowing children to play on the fixed equipment on the field as it was starting to rot and had become slippery.

Staff manage interactions well. They were consistent with their approach to managing interactions and behaviour management and as a result, children co-operated and behaved well. Staff sit alongside the children whilst they play, 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 relaxed atmosphere was apparent. Staff had a positive rapport and interacted warmly with the children.

### **3. Environment**

**Good**

#### **Summary**

Leaders are pro-active and 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 a selection of resources which promote children's play and learning and 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**

The environment was clean and hazard free and all areas of the service were tidy. Leaders have checks to ensure all visitors are accounted for. Leaders made sure the environment was safe for children.

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 was on display, making the environment homely for them. The outdoor enclosed area 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.

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 used IT skills well on the computers. We saw children working with 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 pompoms. 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**

**Adequate**

### **Summary**

Leaders understand their roles and what needs to be in place in order to manage the service, however some aspects need improvement in order to fully meet with standards and regulations. Leaders must ensure completed paperwork is kept in good order. Leaders support staff and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents and the school and leaders ensure there are some 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 generally kept up to date but did not have accurate times of attendance for the children.

Leaders had completed an annual review and questionnaires have been produced for parents asking for feedback in relation to all aspects in the running of the after school club. Leaders take into account views of the children by observations and talking to the children about what they like to do. We spoke to parents who told us they were happy with the service. Staff told us the changes made by leaders in re arranging areas and space had improved the service and were of benefit to them and the children.

Leaders generally followed safe and timely recruitment processes but need to ensure all records and information are easily available. For example as staff also worked in school some documentation to evidence suitability was kept in school. Leaders ensured staff were supported and encouraged them to attend training and other courses.

Leaders had established good partnerships with parents and 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 with parents and professionals to ensure children with individual needs received the care they needed. Parents we spoke to were highly complimentary about the service and told us how their child loved attending. Leaders made sure their partnership with the primary school continues well for the children's benefit.



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

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

None

### **5.2 Recommendations for improvement**

For leaders to consider;

- ensure children's attendance is recorded accurately;
- update accident, incident and medication records so they are confidential and contain all the relevant information and
- keep all staff information together or devise a matrix showing where information is stored.

## **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 21 May 2019 between 3.30pm and 6pm. The registered persons contacted CIW after the inspection to inform us many of the recommendations have been addressed.

We:

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

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 Out of School Care
Registered Person	Carol Jones Susan Bellis
Registered maximum number of places	56
Age range of children	4 to 14 years of age
Opening hours	8am to 9 am 3pm to 6pm Monday – Friday School term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 February 2016
Dates of this inspection visit(s)	21 May 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?	No 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 ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

Date Published 16/07/2019