



Childcare Inspection Report on

Southdown Sunshine Club

**Southdown Primary School
Linderick Avenue
Buckley
CH7 2NP**



Date Inspection Completed

09/12/2019

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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

Southdown Sunshine Club operates from within Southdown primary school in Buckley. The registered persons are Diane Chisholm and Emma Evans and the person in charge of the day to day running is Deborah Patchen. Care is provided from 7:30 to 8:45 and 15:00 to 17:45, Monday to Friday, term time only. Places are available for children aged 3 - 11 years. The service is registered to care for up to 64 children at any one time.

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

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are happy, feel safe and enjoy attending. They have a voice and make decisions about how they spend their time. Children interact well and have opportunities to be independent. Staff implement procedures to keep children safe and encourage a healthy lifestyle. They manage interactions well, making children's experiences enjoyable and sociable. Staff consider children's interests when planning activities and providing resources, which helps to ensure children can develop a range of skills. The environment is safe and provides a welcoming atmosphere where children feel relaxed. Good quality resources are provided, which are suitable for the children attending. Leaders manage their service well and generally keep paperwork up to date and reflective of the service. Self-evaluation is effective and staff are managed well. Positive partnerships are developed which benefit the children and the care they receive.

2. Improvements

Since the last inspection, children have been provided with more opportunities to have a say in the activities and resources available to them and they have more independence at snack time. New resources have been purchased including, a gazebo for shade outside and tablet computers for children to use.

3. Requirements and recommendations

We made recommendations relating to how accidents and incidents are recorded and the statement of purpose.

1. Well-being

Good

Summary

Children have a voice and know their opinions and ideas will be listened to and respected. They feel safe and secure and are happy to attend. Children interact well, following rules and learning to respect each other. They enjoy the opportunities they have and can learn a range of skills as they play and follow the routines.

Our findings

Children had opportunities to choose items they wanted to play with when the room was being set up by staff. These were then freely accessible for children so they could move around the service choosing what and where they played. Children communicated their needs and interests well to staff who responded with respect and interest. Children could make choices about routines, for example, choosing when and what they had for snack from the variety available.

Children were happy, and settled well when they arrived from school. They showed excitement as they entered and met up with their friends and the staff. Children had developed positive relationships with staff and they were keen to talk with them, telling them about their day and what they wanted to do. Children we spoke with said they enjoyed attending and had fun completing the activities. They were very familiar with the environment, which helped them feel safe and secure.

Children interacted well and were learning to respect each other. We saw well behaved children who cooperated and respected the needs and wishes of others. For example, children of all ages played alongside each other, using the resources and spaces appropriately together. Children were able to follow simple rules and instructions including, during board games where they took turns and waited for their go and when asked to do tasks such as tidying up.

Children enjoyed taking part in activities whether they were freely chosen or adult led. They focused for appropriate lengths of time to complete a task such as, Christmas craft or finishing a game they were playing. Children were enthusiastic and lots of smiles and laughter were seen and heard as they played.

Children had access to a variety of resources suitable for their age and stage of development. They also had opportunities to take part in adult led craft activities related to Christmas, which the children were keen to do. Children had opportunities to be independent as they could access resources and facilities, such as toilets independently. During snack time they were encouraged and supported to serve themselves and pour their own drinks.

2. Care and Development

Good

Summary

Staff understand their responsibility to keep children safe and healthy. They implement effective policies and routines that support them. Interactions are managed well and staff are good role models to the children. Staff plan appropriate opportunities, considering children's abilities and interests.

Our findings

Staff followed effective procedures to ensure children were kept safe. They completed regular fire drills to help ensure staff and children were mindful of how to evacuate the premises if needed. Staff had up to date safeguarding training and were aware of the procedure to follow should they have concerns about a child. Registers were completed to show children's and staff attendance and these evidenced that children were sufficiently supervised as ratios were consistently met. Staff had paediatric first aid training and records inspected showed accidents and incidents were recorded. We discussed how this information was shared with parents and staff confirmed this was only done verbally and parents were not asked to sign the records.

Staff promoted a healthy lifestyle through providing healthy snack choices and ensuring children had regular access to outdoor areas. This allowed them to be active and get fresh air. Staff followed effective cleaning and hygiene routines including, wiping tables and hand washing at appropriate times. Drinks were freely available which ensured children remained hydrated.

Staff interacted well with the children and modelled good behaviour and communication. They were actively involved in children's play, facilitating their development and helping to make their time enjoyable and sociable. Lots of conversations were taking place with staff discussing things of interest with the children. For example, talking about the children's day and their family. Staff used praise appropriately to support children and help them feel proud of their achievements.

Staff knew the children well, which allowed them to provide suitable opportunities and provide effective care. Staff knew what the children's interests were and considered these when planning. Staff gave children chances to develop their independence. For example, during the first half of the session a snack table was set up so children could help themselves when they wanted.

3. Environment

Good

Summary

The environment is safe and provides a welcoming atmosphere where children feel relaxed. Leaders ensure children have the space they need to play indoors and outside. Resources are of a good quality and facilities are age appropriate.

Our findings

The environment was safe and leaders had ensured that any hazards were managed well. This was done through regular risk assessments and checks to ensure hazards were eliminated wherever possible. Entrance to the service was secure and visitors were recorded, so no unauthorised person could enter and records could be referred to in future if needed. The environment was well maintained and clean.

Leaders provided an environment that was child friendly and spacious. The atmosphere was calm and welcoming, helping the children to feel safe and relaxed. The large hall allowed children the room to move around freely accessing items they wanted without disrupting others who were playing. The extra rooms available gave children the opportunity to have quieter time, watching the television or just sitting with their friends having a chat. There was direct access to outdoor areas that provided children with a range of opportunities. Leaders gave the children access to several yard areas and a large field where they could take part in ball games and other outdoor experiences such as den building.

Resources were suitable for the ages and stages of development of the children attending. They were stored appropriately in a large cupboard indoors and a shed outside. This helped to keep them clean and well maintained. Discussions with children and photographs we saw evidenced that children had chances to use recycled and natural materials. For example, cardboard boxes for the children to be creative and leaves the children had collected which they used to make pictures. Facilities, including tables, chairs and toilets were child sized, which allowed children to be independent and comfortable when they used them.

4. Leadership and Management

Good

Summary

Leaders manage their service well and most required paperwork is reflective of the service and up to date. Self assessment is completed and views of others are considered when improvements and changes are made. Leaders have developed and successfully manage a team of staff who work well together to ensure they provide consistent care. Positive partnerships are developed with parents and the school.

Our findings

Leaders had a vision of their service that they shared through their statement of purpose, which allowed parents to decide if it was the right care for them and their child. However, it was not clear that the two services offered were separate registrations. Leaders played an active role in the service and understood their role and responsibilities. Policies and procedures were implemented effectively and shared with staff to help ensure they were fully understood.

Leaders had completed an annual quality of care review of their service and were currently in the process of completing another one. These evidenced that the views of parents and children had been gathered and considered when changes and improvements were planned and made. For example, parents had commented that they would like the breakfast club to start earlier, which leaders then implemented. The report also referred to suggestions parents had made but that could not be implemented and leaders had explained the reasons why. Recent questionnaires had been sent out to parents, those we looked at were very positive and stated that the service provided quality activities and their child enjoyed attending and that parents felt comfortable approaching staff if needed.

Leaders managed staff well, ensuring they were aware of their roles and responsibilities, which helped the sessions, run smoothly. For example, staff knew who was in charge of snack and who was leading the adult led activities. Staff files evidenced that staff were suitable to care for children and had the required training and experience. Leaders conducted regular supervisions and appraisals with staff, which helped information to be shared and training needs to be identified.

Leaders had developed positive relationships with parents. When children were being collected parents were confident to access the room and talk to staff if they wished. This allowed information about the child's day and their experiences to be shared. The partnership that had been developed with the school was positive and allowed good practice to be shared and consistent care to be provided. Resources and the environment were shared cooperatively between the service and the school and this benefitted the children and their experiences.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations;

- to get parents to sign accident and incident records to evidence they have been shared, and
- to make it clear on the statement of purpose that the two service offered are separate registrations.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 9 December 2019 from 14:30 to 16:30.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, three staff files and four children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff, managers and registered person;
- inspected areas used by the children, and
- gave brief feedback to the registered person and managers on the day and then in more detail over the phone on 10 December 2019.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Diane Chisholm Emma Evans
Person in charge	Deborah Patchen
Registered maximum number of places	64
Age range of children	3 – 11 years
Opening hours	7:30 – 8:45 and 15:00 – 17:45 Monday to Friday term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 July 2016
Dates of this inspection visit	09 December 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?	This is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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