



Childcare Inspection Report on

Rascals Out of School Club, Hawarden

**Hawarden C.P. School
Cross Tree Lane
Hawarden
CH5 3PY**



Date Inspection Completed

19/09/2019

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Description of the service

Rascals Out of School Club operates in the infants department of Hawarden Village School and is registered to provide care for 56 children under the age of 12 years. The registered persons are Nicola Cook and Laura Evans. The service is open Monday to Friday from 07.50 – 08.50 and 15.00- 17.30 and offers one week of holiday club during the first week of summer holidays.

English is the main language used. This is a service that does not provide an 'Active Offer' of the Welsh language, although Welsh is earnestly promoted as a second language.

Summary

1. Overall assessment

Children feel safe, happy and enjoy their time at the service. They are confident and familiar with the daily routine and have formed positive relationships with their friends and staff. Children are flourishing, their well-being is a top priority and they enjoy a wide range of stimulating and interesting play opportunities to promote their all-round development. Leaders ensure the environment is safe, welcoming and well maintained, with extensive areas of interest set out, both indoors and outside, promoting the children's natural curiosity to learn. Staff are very familiar with the children's individual needs and preferences as all of them work within the school. Leadership is effective and the service is managed with innovation. Staff are encouraged and supported to develop skills and experience, for example, some staff have completed Level 5 and all staff are in the process of completing Level 3 in Play work. Positive partnerships are developed with parents, the school and local community.

2. Improvements

Recommendations from the previous inspection had been met. New and more natural resources have been purchased, to promote children's curiosity which include, tactile and sensory resources, loose parts and recyclable items. Children's ideas and interests have been taken into account resulting in a variety of mini activity groups to enhance children's opportunities. Record keeping has in part moved to a highly efficient paperless system, where parents can pay fees on line.

3. Requirements and recommendations

We made one recommendation relating to the environment, this is listed in section 5 of this report.

1. Well-being

Summary

Children have a strong voice and their needs and preferences are listened to. They are settled, happy, safe and comfortable with caring, kind consistent staff and children they are familiar with. Children interact positively and show respect to each other and their environment. They are flourishing and developing their independence well through making choices about what they want to do or with whom they want to play by being highly active, participating in stimulating play based learning activities and experiences indoors and outdoors which they help to plan.

Our findings

Children communicated well and confidently made choices about their play and activities. For example, some experimented with re-cycled materials and made paper aeroplanes, running about and flying them. Others enjoyed building and construction, making dens from cardboard and dressing up using various items and fancy dress costumes. Most children explored their environment freely moving from indoors to outside and back again choosing from an extensive range of interesting resources they had requested at the beginning of the session. Several younger children chose to stay indoors, they were beginning to feel confident about their surroundings and the opportunities on offer but could set their own pace with staff on hand to give support and encouragement.

Children could be independent as they had access to resources and facilities they needed indoors and outside. Items were stored at appropriate height so they could be reached by all children. All children accessed resources of their choice and were seen developing and shaping their own play in small groups or alone. Toilets were close by so they could be used independently.

Children's views were considered as part of the self-evaluation process and these were used to make improvements. For example, children were asked about their interest and ideas, these were considered as part of the weekly activities and special events. Older children told us staff had helped them have a meeting to decide what mini groups they would like, such as baking, science, crafting and even the what - ever group depending how they felt on the day.

Children understood the rules of the service. This was evident as all children behaved appropriately and followed the routines without being reminded by staff. For example, children kept within designated areas where they were supervised, they asked staff before going outside, and when coming in. Children took care not to bump into each other when playing chase, doing cartwheels, handstands and sliding down slopes. Continuous snacks of fresh fruit water and milk was available, children knew they were required to wash their

hands before eating, only a few needed to be prompted to wash and dry their hands effectively.

2. Care and Development

Summary

Staff understand and follow the service's policies in keeping children safe and healthy. They have warm and caring relationships and a sense of fun with the children. Staff plan varied and interesting activities and learning opportunities and allow children to engage in play that interests them to promote each child's all round development. They manage interactions positively and they are good role models.

Our findings

Staff had completed training on safeguarding which ensured they knew the correct procedure to follow if they had concerns about a child in their care. They had up to date paediatric first aid certificates, which allowed them to deal with minor incidents and accidents. We saw that a child fell over and another had a wasp sting on the day, staff dealt with both issues effectively, the children quickly recovered due to the kindness cuddles and reassurance given by staff. Accidents and incidents were recorded appropriately and signed by staff and parents. Regular fire drills and reverse drills were completed at suitable intervals which ensured staff and children were familiar with the procedure should they need to evacuate the premises quickly or return indoors. Registers were kept of children in attendance and these showed arrival and departure times. This allowed all children to be accounted for in an emergency. Staff promoted healthy practices with nutritious snacks and drinks provided and making sure children regularly spent time in the fresh air.

Staff successfully promoted and consistently followed the service's policy in promoting positive interactions. They were heard encouraging children to take turns and share and took every opportunity of praising children for doing something well, such as showing kindness towards a friend or helping when asked. It was clear that staff had shared their expectations and the routines of the service as children knew what and where they could go. For example, the outdoor play area is extensive and boundaries consisted of small cones which the children must keep within. We discussed this with leaders who stated that children are supervised at all times by staff who are placed in strategic areas, we were told that children simply know this is a strict rule and seem to respect the boundaries. We saw the firmly established routines kept children occupied and busy resulting in time flying by. Some children were reluctant to go home but they were reassured they would be coming to club the next day. Staff were good role models, showing genuine warmth and affection towards the children which was positively and consistently reflected in the way children interacted with each other and staff.

Staff planned a wide range of suitable and interesting activities for the children. Planning was completed with input from the children, which ensured their interests were meaningfully considered.

3. Environment

Summary

Children are cared for in a stimulating and secure child centred environment in which they can play and be active due to the diligence of leaders and staff. Resources are of a good quality and suitable for meeting the needs and interests of the children.

Our findings

Leaders make sure all areas used by the children were safe as they formed part of the school premises. Regular risk assessments were completed on the environment and any hazards identified were eliminated or managed well. Access to the service was through the school hall which was used as a designated base room, with additional areas for use by children attending the service. Leaders and staff set up and tidy away resources and equipment for each session. Wall displays were dated and belong entirely to the school. We made recommendations that improvements could be made with regards giving the children a sense of belonging by having a place to display their work and items relevant to the service. The outdoor space provided children with room to be active and take part in physical activities, rough and tumble or play in the quiet contained areas with construction, sand and messy play. Most children on the day spent the majority of time outdoors, evidencing that it was effectively utilised.

Leaders ensured children had access to a good variety of age appropriate resources which were clean and in good repair. The choice of resources stimulated and encouraged children to follow their interests and develop skills. All indoor and outdoor resources were stored effectively in labelled containers. This ensured they were able to be easily accessed by the children, and were kept clean and well maintained.

4. Leadership and Management

Summary

Leaders manage their service exceedingly well. They have a clear vision and understanding of the care they offer and this is shared effectively with others. Staff are managed well and all are fully aware of their roles, responsibilities and routines. Self-evaluation is embedded in practice and is a particular strength of the service. Leaders consider the views of others and use these with a dynamic approach in future planning, shaping the service and in making improvements that benefit the children. Positive partnerships are developed with parents and the school, which allows information, resources and facilities to be shared.

Our findings

Leaders were effective in their management of their service. They had a good understanding and clear vision that they shared effectively with others through an informative statement of purpose. All policies and procedures were implemented effectively and updated when required so they reflected current practice. Leaders were fully aware of their responsibility to ensure regulations were met.

Self-evaluation was a particular strength as it was embedded in practice and was a continuous process. Leaders consistently evaluated their service, the care provided, activities and routines, to ensure they were suitable and effective for the children. For example, infants just joining the service were given additional support and guidance. They could store their belongings within the main play room and play together in a quiet and calm area with their friends and staff, and this created a positive atmosphere.

Leaders managed staff well. Files we inspected contained the information required. All staff were suitably qualified and experienced to care for children, most had been in the role for many years and also worked in the school as teaching assistants. This and our discussions with staff evidenced that they enjoyed working at the service and felt valued and supported. Staff received annual appraisals, regular supervision and daily opportunities to speak to leaders who had developed a strong culture of continuous professional development through training opportunities and regular meetings ensuring everyone was up to date with current best practice.

Positive relationships had been developed with parents and carers. Staff and leaders were readily available when parents collected their child, which allowed information to be shared. Parents we spoke to gave complimentary comments about the service and confirmed their views had been taken into account. As the service is practically paperless, they received

regular information via email along with any revised policies and procedures. The payment system has now been changed to on line banking.

Leaders had a close link to the school as all staff worked with the children during term time. This ensured there was a smooth transition from school to the service and also allowed information, resources and facilities to be shared.

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 one recommendation to give the children a sense of belonging by having a place to display their work and items relevant to the service.

6. How we undertook this inspection 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	Nicola Cook Laura Evans
Person in charge	Nicola Cook Carol Ley
Registered maximum number of places	56
Age range of children	4 to 7 years
Opening hours	7.50 to 8.50am 15.00 to 17.30 during term time and for one week in the summer holiday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 and 22 September 2016
Dates of this inspection visit(s)	19 September 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 service does not provide an 'Active offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the children who use, or intend to use the service. We recommend that the service provider considers the Welsh Governments' 'More Than Just Words follow on guidance for Welsh language in social care'.
Additional Information:	

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