



Childcare Inspection Report on

OJ Rocks Fun Club

**Ffordd Owen
Northop
CH7 6AU**



Date Inspection Completed

26/09/2019

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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

OJ Rocks Fun Club is based in Ysgol Owen Jones in the village of Northop. The service is registered to care for 26 children under the age of 12 years. The registered persons are Michelle Simpson, who is also the person in charge, and Heather Wall. The service is open each day during term time from 3.15pm to 5.30 pm on Monday to Thursday, and 3.15pm to 4.15 on a Friday. 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
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Adequate

1. Overall assessment

Children are happy to attend the club. They feel valued and experience positive interactions. They enjoy having space to play with a wide range of activities both indoors and out. Children are cared for in a safe environment by staff who have a good understanding of their needs. The service is mostly well organised and managed. They involve parents in their review of care and have a good relationship with parents.

2. Improvements

The statement of purpose has been reviewed and updated and some new equipment has been purchased for the children to give them a greater variety of activities.

3. Requirements and recommendations

We have advised the registered persons that improvements are needed in relation to staff files (regulation 28), staff qualifications (regulation 27) and first aid qualifications (9) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

1. Well-being

Good

Summary

Children have good opportunities to make choices and decisions. They are confident communicators and are enthusiastic about their time at the club. Children interact positively with each other and with staff and they behave well. They have a wide range of activities and opportunities to develop their independence.

Our findings

Children were able to make decisions about what they played with and moved freely and happily between activities. They also made choices, asking staff to put out certain activities such as the game of monopoly. We saw questionnaires for children to complete which ask what toys they would like the club to buy. They told us they had asked for the pool table. This indicates that children are involved in making decisions about resources.

Children felt a sense of belonging and were familiar with the routines. There was evidence of good relationships with staff and children looked to spend time with them, for example when colouring or playing pool. Children were also developing good friendships with each other. We saw children of all ages playing together and enjoying one another's company. We were told one of the things they enjoyed about the club was the opportunity to play with friends. There was a good deal of chat and interaction throughout the session between the children and there were no conflicts to resolve. Children listened carefully and during tidy up time they helped to ensure the toys and resources were safely tidied away.

Children were motivated and confident to play and learn and became actively involved in the range of activities available to them. They were confident to tell us how much they liked coming to the club. They were interested in and enjoyed the range of play experiences they had. For example, they enjoyed playing at the pool table; the cars and the role-play area in particular. Children enjoyed building marble runs but unfortunately there was a lack of marbles to use once they were built which made it frustrating for them. Children told us they go outside regularly, but the weather prevented them from doing so on the first session observed. However, children were playing outside for most of the second session. The school hall is not conducive to having cosy spaces to relax, but we were told staff provide cushions and have books so that children can choose to relax and have quiet times.

Children have good opportunities to develop their independence skills. For example, the children were able to spread their own wraps/bread with butter and/or cheese spread. Children moved to place their beakers and plates into a bowl without prompting. They have opportunities to take part in activities which allow them to gain confidence and develop creatively, having access to games, jigsaws and craft resources to support their development.

Children generally enjoy their play, learning, and are independent

2. Care and Development

Good

Summary

Staff have good relationships with the children and most staff know them well. Staff ensure children are kept safe and generally promote healthy lifestyles. They provide a wide range of activities which mostly meet children's individual needs. They encourage good manners and are positive role models.

Our findings

Staff had a good understanding of how to keep children safe. We heard the person in charge talking to the children at the start of the session asking the children about the reasons they are given high visibility jackets to wear. Children were reminded it helped staff identify who was attending club when there were other children in the school attending school run activities. Accident and incident records were completed and signed by parents, but there was some confusion around the use of the forms. Some accidents had been recorded on incident record forms. The equipment and activities were set out to allow space for children to move around the room. Staff promoted physical activity outside with outdoor play planned for the start of each session, weather permitting. The outdoor areas provide good opportunities for children to be active. They played with hoops, balls and had dolls and prams outside at the second visit. Staff implemented risk assessments. For example, not allowing children to play on the gym equipment and using a padlock on the gate to the playground at the front of the premises.

Staff provide a healthy snack, which was set out on the table before the children attended. Bowls of strawberries, raisins and bananas were put out for children to help themselves along with butter and individual cheese triangles. Children had the choice of a wrap, bread or crackers. They were served diluted juice to drink unless they requested milk or water. This should be reviewed to take into account the new guidance, food and nutrition in child care settings.

The children co-operated and behaved well reducing the need for staff intervention. Staff sat alongside or near the children whilst they played, offering opportunities for conversation and ensuring the younger children were supported.

Staff provided a range of activities, resources and opportunities that were suitable for the ages and stages of development of the children attending and took into account their interests. Staff told us the pool table and table tennis had been bought in particular to provide additional activities for the older children who have attended for many years and needed different resources to prevent boredom. They have a good knowledge of child development with some staff working in the school and knowing the children well. Staff plan activities to support all areas of development including physical, creative, imaginative and constructive play.

Children felt safe, happy and valued

3. Environment

Good

Summary

Leaders ensure children are cared for in a safe and suitable environment. They provide a selection of resources which promote children's play and learning and the layout allows children to play safely. Leaders ensure there are systems in place for regular maintenance and hazards are quickly identified and addressed.

Our findings

The environment was safe and free from hazards before children arrived. The environment was kept clean and safe and all areas were tidy. Visitors to the service were recorded and the school entrance was locked to prevent unauthorised access. Staff complete a daily risk assessment form to ensure children are safe. This records any specific hazards for the day, such as wet grass or tradespeople on the premises. Risk assessments for the premises including all outdoor areas are provided. Fire drills are completed and details recorded. The person in charge was advised to carry out some fire drills during the darker nights, to make sure staff and children were confident to evacuate in the dark and the evacuation point provided sufficient light to ensure their safety.

There is plenty of space indoors in the school hall and outdoors to move around and be active. Toys and games are stored where they are easily accessed by staff often at the request of children. Different aspects of play and learning were promoted by the resources available. For example, children had the opportunity for role play with a box of dressing up clothes and a play kitchen. A sand and a water tray were provided to promote messy play and a box of plastic building bricks gave children access to construction opportunities.

There is direct access to an outdoor enclosed area which is shared with the school and this provides an effective learning and play environment for children. This area provided space for wheeled toys, ball games and a mud kitchen for messy/role play. A sheltered seated area allows children to sit comfortably to chat to one another. Children also have access to other outdoor areas within the school premises including the forest school area offering different aspects of play and an opportunity to explore within a natural environment. The good range of resources stimulates their curiosity and interest.

Leaders ensured resources and equipment were clean, in good repair. The daily risk assessment is used to identify resources which are broken and these are then removed. Toys and equipment are cleaned each term. Cushions and mats were provided for children to play on the wooden floor, whilst tables and chairs were used for other activities such as water play, board games and colouring.

Leaders ensure the environment and resources are suitable to meet the needs of the children attending

4. Leadership and Management

Adequate

Summary

Leaders ensure they comply with many relevant regulations and mostly understand their roles and what needs to be in place in order to manage the service well. Leaders need to be mindful of the minimum standards in relation to staff:child ratio and the regulations regarding staff qualifications. Leaders ensure completed paperwork is kept in order and support staff. There are positive partnerships with parents, and the school. Leaders ensure there are some systems in place to monitor the service.

Our findings

Leaders mostly understood their role in managing the service We found the fire drill record for January 2019 recorded 26 children present and 3 staff indicating the staff child ratio was breached on this occasion. Leaders 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 appropriately kept up to date. Attendance of staff and children was noted appropriately. The register recorded the total number of children attending, which led to some confusion about whether the number of children present had breached the number registered. It was found some children leave before 4pm, whilst others arrive after attending school based activities at 4pm. This will be addressed in future by maintaining a separate register for those attending extra curriculum school based activities.

Leaders had completed an annual review and questionnaires had been produced for parents, but only 2 were returned. Leaders give children questionnaires in September when the report is produced in July. Information from parents, children and staff has not been included within the quality of care report. Leaders were informed of the template now available on the CIW website, which will assist in providing a more meaningful report. We spoke to parents who told us they were happy with the service.

Leaders generally followed a safe and timely recruitment processes but need to ensure all records and information is provided. We found first aid certificates had lapsed and currently no member of staff has an in date first aid certificate. We have been informed staff have now booked onto a first aid course to take place in November 2019. Staff supervision, appraisals and staff meetings are all recorded and indicated all staff are involved in planning for the service and have opportunities for discussion with leaders.

Leaders had established good partnerships with parents and the school. Leaders worked closely with parents to ensure children with individual needs received the care they needed. Leaders made sure their partnership with the school benefitted the children by sharing outdoor spaces such as the field, the forest school area and mud kitchen.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

In order to develop the service further and improve outcomes for children, we discussed the following matters with the registered person;

We recommend;

- carrying out fire drills in the hours of darkness;
- providing a more meaningful quality of care review to include the views of staff, parents and children;
- provide healthy drinks in accordance with the latest guidance food and nutrition in day care settings from Welsh Government and
- be clear when to record an accident.

6. How we undertook this inspection

This was a scheduled inspection as part of our normal programme of inspections. One inspector undertook two visits to the service on Monday, 23/09/19 and Thursday, 26/09/19.

We used the following methods to gather evidence for this report:

- We reviewed all information held by CIW prior to our visit;
- we viewed all parts of the premises being used by the after school club,
- we observed the staff interactions with the children present;
- we spoke with children and some parents about their experiences using the service;
- we examined a range of documentation, including, policies and procedures, risk assessments, contracts, accident, incident and medication records, attendance records,
- and training certificates; and
- our findings were fed back to the registered person at the end of the inspection.

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	Michelle Simpson Heather Wall
Person in charge	Michelle Simpson
Registered maximum number of places	26
Age range of children	4 to 12 years
Opening hours	Term time only Mon to Thurs 3.15 to 5.30 Friday, 3.15 to 4.15
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	7 February 2017
Dates of this inspection visit(s)	23/09/2019
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 people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 23/12/2019

