



Childcare Inspection Report on

Princess Road ASC

**Warehouse Building
Back Cadwgan Road
6 Princess Road
Old Colwyn
LL29 9PS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Tuesday, 28 August 2018

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Description of the service

Princess Road After School Club operates from converted premises at the back of Princess Road Pre-school. It is situated within a residential area of Old Colwyn, Conwy and is registered to provide care for up to 70 children under the age of 12. The service is open from 07:30 Monday to Friday for breakfast club and from the end of the school day until 18:00. It is open all day 07:30 – 18:00 during school holidays. The service closes for bank holidays and for a week at Christmas.

The registered organisation is Princess Road After School Club Ltd and Ms Pauline Wilson is the nominated Responsible Individual on behalf of that company. The person in charge of the day to day management of the service is Matthew Wilson. The service is provided through English and does not currently provide the Welsh Language 'Active Offer' meaning that parents and children are not able to access the service and its policies through the medium of Welsh without having to ask for it.

Summary of our findings

1. Overall assessment

Children's wellbeing is nurtured, they are given choice and are able to express preferences about how they spend their time, making friends and having fun. They are content, settled and familiar with the facilities and routine, with many of the children having attended for numerous years. Children are cared for by qualified staff who know them well, understand how to keep them healthy and safe and by knowing their preferences, offer them suitable choices. They find the environment engaging, have plenty to keep them positively occupied and are given frequent opportunities to develop skills and be physically active. Leaders have a clear vision for their service and have a good understanding of how to achieve this; they understand the needs of the children attending and put provision in place to meet these effectively.

2. Improvements

Since the last inspection the Quality of Care report has been written using a new format and areas for development have been clearly identified meaning Leadership are more focused on areas for improvement they wish to prioritise.

3. Requirements and recommendations

We have made recommendations in relation to investing in more sustainable tableware and promoting children's skills as a result.

1. Well-being

Summary

Children have control over how they spend their time. They feel safe, happy and because of this, are able to express themselves freely. They interact well with their peers, making friends, socialising and sharing experiences. They enjoy the variety of activities and toys available to them and treat them respectfully. They are learning to take responsibility and, through the structure of the service, are able to develop independence in the choices they make.

Our findings

1.1 To what extent do children have a voice?

Children's voice is central to the delivery of this service.

We saw some children were busily engaged in play on our arrival whilst others were finishing off their snack. They moved freely around the whole of the premises and chose an area to play or an activity which appealed to their personal interest. Children were introduced to us by staff and they were happy to engage with us and to talk to us about what they did at the service and what they liked about the service. The children were also confident and happy to tell us what they would change in order to improve the service further. For example, they would like to have regular discos on a Friday evening. It was pleasing to hear children talking to staff about their day and expressing their feelings to them.

Children and their opinions are highly valued.

1.2 To what extent do children feel safe, happy and valued?

Children have bonds of affection with staff who know them well and are consistent.

Children were settled and comfortable around those caring for them. They were familiar with the team of staff who cared for them with many of the children having attended the service for numerous years. Children benefitted from staff knowing them and their preferences well as their needs were identified and provided for appropriately. Children were happy to approach staff to ask questions and express any concerns, they told us who they would approach if they had any worries and were confident they would be listened to. Children were able to socialise with children from other schools and form new friendships as a result. They were comfortable, happy and enjoyed their time at the service.

Children have fun together and value each other's company.

1.3 How well do children interact?

Children are learning to manage their behaviour well, taking turns and becoming sensitive to the emotions of others.

Children were seen to play well, taking turns on the games console and playing football together. They knew the rules of the service and abided by these respectfully. Children showed respect for the staff and listened to them. They used their manners to thank staff when snack was handed out and, at the end of snack time, it was evident children co-operated well, as all children respectful became silent in order to listen to the staff. Children treated the equipment with respect and used it for its intended purpose, asking for other resources and equipment when they wanted them.

Children interact successfully with each other and staff.

1.4 To what extent do children enjoy their play and learning?

Children engage with and enjoy the activities, resources and equipment available to them.

Children benefitted from having extended periods of child initiated uninterrupted play as they were able to have control over how their games were structured and begin to take responsibility for setting rules and boundaries independently. Some children made the most of the sunny weather playing outdoors with the hula hoops and skipping ropes whilst others chose to be indoors, participating in quieter activities such as playing with the Barbies or colouring. All children found something of interest to them and they maintained interest in their chosen activity for an appropriate amount of time before finding something new which appealed to them. Children were happy to tell us about their favourite activities and expressed excitement about attending the service during the school holidays, telling us about some of the activities they had taken part in during previous holidays, for example, trips to the local park.

Children are excited and enthusiastic to play at this service.

1.5 How well do children develop, learn and become independent?

Children develop well socially, emotionally and physically and are beginning to further their independence.

Children were secure and knew who they could talk to should they have any concerns. They were developing meaningful friendships and were confident to confide in each other and seek support from each other. For example, we heard a child who attended secondary school offering reassurance and advice to their friend who would be starting at secondary school in September. Both children asked and answered each others questions, socialising together during snack time. It was pleasing to hear children chatting sociably during snack time and sharing common interests. Children have the opportunity to develop physically throughout the year as they have access to equipment indoors and outside which encourages physical activity, encourages co-operative play and enables them to develop.

Children are provided with opportunities and resources which enable them to effectively develop their friendships, learn and become independent.

2. Care and Development

Summary

Staff have a sound understanding of how to keep children healthy and safe. They understand the expectations for behaviour and they implement the behaviour management policy consistently for the benefit of the children. Staff have a good understanding of children's individual needs and ensure there is an inclusive ethos whereby all children feel welcome and valued.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are qualified and trained in how to look after children's welfare and know how to keep them safe and healthy.

All staff working at the service had recent first aid, child protection and basic food hygiene training and staff we spoke to had a good understanding of how to keep children safe. Staff had an in-depth knowledge of the children they cared for and knew their medical needs and requirements, skilfully describing some of the procedures followed and showing a good awareness of additional risks which may occur due to specific medical conditions. We saw staff had diligently completed accident forms and they knew where first aid equipment was stored should it be needed. Staff ensured children were physically active each day by planning and supervising activities in both the outdoor play space and the indoor soft play 'playzone' which appealed to the children. Staff followed the procedures which were in place to prevent cross contamination, all staff wearing aprons when serving the children's food and ensuring tables were cleaned appropriately.

Staff provide safe care to children which nurtures their development.

2.2 How well do practitioners manage interactions?

Staff acknowledge the children as individuals and empower them to learn new skills and to be themselves.

Staff had a positive rapport with the children and a mutual respect was apparent, there was little need for staff to manage the children's behaviour as children behaved well and enjoyed playing together. Staff were consistent in their approach when dealing with children and worked as a team to ensure rules were followed. Staff had displayed collective rules on the door of the service for example, 'Take turns' and 'Keep your hands and feet to yourself'. Staff told us the children knew these well, referring to them independently and reminding their friends of them. Staff modelled positive behaviour, speaking to the children, showing a genuine interest in them as individuals and modelling how to establish friendships.

Staff are enthusiastic and motivated to ensure children get the most from their time at this service.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff understand how children develop and value the contribution each child makes, understanding their individual needs.

Staff knew the children well and know how best to support them. Staff spoke knowledgeably about the children in their care and how they provided for the individuals. For example, staff described to us the food preferences one child had and how they offered reassurance that an alternative choice was available. Through experience, staff had a clear understanding of various additional needs and how best to support children with additional needs. They recognised the need for all children to become independent and make friends.

Staff implemented the play work principles well, empowering children to lead the play. We saw activities were planned weekly with themes appropriate to the age of the children attending. The themes took account of the children's current interests, for example, the latest movie releases and children were supported to contribute their ideas to the activity planning. Activity planning was flexible, ensuring staff were suitably deployed and takes account of children's views and preferences on the day. New activity planning is displayed on the door and staff told us some children enjoyed looking to see what activities would be available next day or later in the week before leaving each evening. Staff implemented a regular daily routine within the service which the children knew well, many of the children referring to their enjoyment of the 'Chip butties' each Friday.

Staff create opportunities for children to determine and control the content of their play and follow their own interests and ideas.

3. Environment

Summary

Leaders provide children with an environment which they find engaging and enjoyable. They ensure it is safe, clean and secure which enables children to feel confident and to take measured risks. They provide a range of indoor and outdoor play equipment which is appropriate to the age and stage of development of the children attending and which is well maintained and clean.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders have procedures in place which ensure the environment remains suitable and children remain safe.

Leaders had a secure understanding of the need to promote children's safety as risk assessments had recently been reviewed. We found risk assessments were in place for equipment such as the wooden adventure play trail and staff were aware that children under the age of three should not be permitted use of this equipment. Blue rubber safety flooring covered the majority of the outdoor play area meaning children could run and play with the risk of injury due to trips and falls being minimised. The soft play area had been professionally installed and was cleaned regularly. We found the outdoor area was secure but also provided a suitable means of escape in the event of a fire. Children could use all areas of the building staff being deployed effectively to ensure this could happen safely. All areas of the service were clean and children had access to bathroom facilities which were suitable for their age.

Leaders recognise and accurately promote the need to keep children safe coupled with the need to empower children to develop and understand risk.

3.2 How well do leaders ensure the suitability of the environment?

Leaders put children and their needs at the heart of the service and ensure the environment is suitably equipped to meet those children's needs.

The dedicated building offered ample space for children to participate in crafts, play quietly or be active without disrupting other's play. Walls displayed the children's craft work and promoted a sense of ownership for the children over the space. The lay out of the environment enabled children to choose to play indoors or outside independently as two doors led directly from the playrooms to the outdoor area. Bathroom facilities were easily accessible to the children from the outdoor area with a further bathroom being available on the first floor should the children be playing on the indoor soft play equipment. Tables and chairs available were appropriately sized for the age of the children attending and ensured they were able to sit comfortably together for snack and craft activities. There is ample space for staff to be able to hold confidential conversations with parents should this be needed. The whole environment is designed for use by the children and provided places

for children to sit together and play. For example, kitchen worktop around the edge of one room provided a place for board games to be stored but was also the right height for children to sit at and play a game together.

Leaders have planned the environment successfully to ensure it meets children's needs and empowers them to make choices and have fun.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide a broad range of toys, equipment and resources which appeal and engage children.

Leaders had equipped the service with an ample supply of toys and equipment ensuring children had a wide ranging choice. There was an area for playing on computer consoles together and a separate room for craft activities. All toys and equipment were stored safely yet remained accessible for children. Staff expressed a preference for smaller storage containers to be purchased to enable some toys to be sorted in to smaller categories, for example, the Barbie's, their clothes and their accessories are currently stored in one large container; we fed this back to the person in charge for their consideration. Upstairs a soft play area provided an effective space for children to climb, jump and be physically active throughout the year. The children spoke enthusiastically about this facility which was maintained to a good standard, but due to the good weather chose to spend their time outdoors. Outside the children made the most of the facilities available, playing with cardboard boxes creatively, skipping with hula hoops and playing games on the wooden adventure trail. All toys and equipment the children had access to were in good condition and were well maintained which contributed to the children's enjoyment.

During snack time we noted that children drank from plastic beakers and were served their fruit snack from plastic bowls. The larger bowls were scored, stained and in need of replacement. Leaders should consider replacing the plastic bowls and beakers with tableware which promotes children's awareness of sustainability and develops their dining experience and skills for the future.

Leaders source resources which stimulate and enhance children's play experiences.

4. Leadership and Management

Summary

Leaders are driven and have a clear sense of purpose. They effectively evaluate the service, are focused on enhancing outcomes for children and prioritise what they wish to improve in the future. They actively manage staff and are a visible and active part of the delivery of the service. They give recognition and praise for the contribution staff make in ensuring positive outcomes for children. They ensure resources and equipment are maintained and replaced when required. Leaders have meaningful relationships with parents and operate the service in a purposeful way to meet their needs for child care.

Our findings

4.1 How effective is leadership?

Leadership effectively complies with the Regulations while successfully delivering the vision for their service as outlined within their statement of purpose.

Leaders had a purposeful vision for their service which staff shared with them. They have an accurate statement of purpose which describes the service as we found it to be operating. Leaders are well organised and have a systematic approach to ensuring compliance with Regulations is maintained, for example, fire drills recorded when the last fire safety equipment checks had been completed, this information matched the fire safety certificate displayed on the playroom wall and evidenced the equipment had been checked in January 2018. Policies and procedures are kept under review and they are implemented well. They have an understanding of their responsibilities to promote the Welsh language and staff are encouraged to use incidental Welsh during every session. Leaders should consider working towards implementing the Welsh language 'active offer' by considering this during any future staff recruitment and aiming to recruit Welsh speaking staff in order to offer children staff who are able to communicate with them in their first language.

Leaders effectively operate their service with professionalism and enthusiasm.

4.2 How effective is self evaluation and planning for improvement?

Leaders are reflective and understand the value of self evaluation and the need for continual improvement.

Leaders actively involve all participants using the service in assessing the quality of the service delivered. They have procedures in place to obtain the views of parents, children and other professionals, collating these views to develop action plans for ongoing improvements. Leaders encourage live feedback and have a presence within the service with parents and children knowing they can approach them in person should they have any concerns or complaints and were confident these would be resolved. Leaders encourage reflective practice by asking staff to complete a daily reflection sheet. The sheet records daily feedback from children and staff about the activities they have completed that day how successful they had been and whether any additional resources are required. Information

collated in this way is valued by leaders and used productively to inform weekly staff meetings and plan for the coming week.

Leaders have a forward thinking approach to obtaining regular feedback of their service and they use this information effectively to drive improvement and make changes week to week.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders successfully manage staff and resources to meet the needs of the children attending.

Leaders ensure staff have clearly defined roles and responsibilities and know what is expected of them within their roles. Leaders contract staff with enough hours to ensure the team are able to meet together weekly; to reflect on the weeks events, and plan for the following week. Staff are deployed effectively, each being nominated an area of the service or activity to supervise each day. We found staff worked seamlessly together and knew what was expected of them. Leaders ensure all staff are qualified with relevant 'Play worker' qualifications and actively encourage staff to consider furthering their current qualification. It was pleasing to hear staff who had been employed for over 19 years, describing enthusiastically the impact recent completion of the Play worker Level 3 qualification had had on their work. Leaders lead by example ensuring their own knowledge and understanding of play principles is kept up to date by completing relevant training including Play work.

Leaders significantly value their staff team and accurately deploy staff in a way which utilises their skills and achieves best outcomes for children.

4.4 How effective are partnerships?

Leaders form effective partnerships to ensure the service can meet the child's needs.

Leaders develop positive links with parents, the local schools and are an active part of the local community. School pick ups are available from all the local schools which is beneficial to meeting parental need. Bringing children together from different schools benefitted children as it enables children to make friends with others and enhance their socialisation with other children from the local community. We spoke to a parent collecting their child; they were complimentary about the service and felt that the service fully met their needs. Leaders make the most of the local area arranging day trips during the holidays to the local parks and the nearby Zoo and the beach which the staff and children spoke to us enthusiastically about. Leaders knew about other professional bodies and had experience of how support from these could be drawn upon in order to provide for children's individual needs should it be required.

Leaders make optimal use of the local area and provide a service which is highly valued within the local community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the provider;

- should consider replacing plastic cups and plastic serving bowls currently used, with glass tableware to promote children's awareness of sustainability and improve their dining experience.
- during any future staff recruitment aim to recruit Welsh speaking staff in order to offer children staff who are able to communicate with them in their first language.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 7th June 2018 between the hours of 12:40 p.m. – 18:10p.m. The same inspector conducted a further unannounced visit on 3rd July 2018 between the hours of 15:15p.m. – 17:05p.m

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children, a parent and the staff present and
- considered the safety and suitability of the environment and resources for the children.

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
Responsible Individual	Pauline Wilson
Person in charge	Pauline Wilson Matthew Wilson
Registered maximum number of places	70
Age range of children	Upwards of 4 Years
Opening hours	07:30 a.m. for breakfast club 15:00 p.m. – 18:00 p.m. weekdays And 07:30 a.m. – 18:00 p.m. during school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 March 2016
Dates of this inspection visit(s)	07 June 2018 and 03 July 2018
Is this a Flying Start service?	Not applicable to this service.
Is early years education for three and four year olds provided at the service?	Not applicable to this service.
Does this service provide the Welsh Language active offer?	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 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	