



Childcare Inspection Report on

7-2-11 Club

**Hawarden Village Church in Wales Primary School
Cross Tree Lane
Hawarden
CH5 3PY**



Date Inspection Completed

10/09/2019

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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

7-2-11 Before and After School Club is registered to care for 60 children under 12 years of age and operates from Hawarden Village Church in Wales School, junior department. The registered persons are Lucy Humphreys and Catherine Jones. The service is open Monday to Friday during term time from 07:45 – 08:45 and 15:15 – 17:30 and during Easter and summer holidays between 08:00 – 17:30. The language of the service is English, the service does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

This is a service with active and curious learners, who are very happy. Children enjoy their play and learning and make good use of leisure time at the service. They thoroughly enjoy what they do, express enthusiasm and have a say in the activities provided. Extremely caring and professional practitioners provide for the children, and meet their needs effectively. A varied programme of activities is planned for the benefit of the children which are in line with play-work principles and in the main, child led. The environment is safe, suitable and there are ample good quality resources both inside and outdoors. The newly appointed leaders are effective and committed to providing a high quality service. Practitioners are supported well and there are close partnerships with parents.

2. Improvements

Newly appointed registered persons have fully reviewed all aspects of the service with support from practitioners and the contribution of ideas from children. This has ensured outcomes for children are good. Improvements have been made in relation to the snacks offered, the purchasing of soft furnishings for relaxation, board games and additional ride on scooters for physical play outdoors.

3. Requirements and recommendations

We made one recommendation in relation to leadership and management and distribution of the recently reviewed statement of purpose.

1. Well-being

Excellent

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities and resources which interest them. They are extremely happy, settled and interact really well with each other, and practitioners. Children particularly enjoy and choose to engage in physical play activities outdoors. They are developing well and learning skills to help them become more responsible for their own actions and independent in their own play and care.

Our findings

Children expressed themselves confidently, were responded to appropriately and were therefore able to make appropriate choices and decisions. For example they could explore their environment, indoors and outdoors freely, and choose from areas set up to reflect play work principles.

Children were listened to and were confident to communicate with practitioners and each other, for example when asking for additional resources at the craft and mark making tables and when looking for belongings they had misplaced. Children had a sense of belonging as the club operates in their school. They were successfully developing relationships with the staff team, were content, spoken to kindly and had settled well. Children new to the junior setting told us they had many friends, liked the staff and had settled in.

Children interacted well and cooperated with practitioners and other children, for example when playing tennis they helped younger children to join in. Children's interest was ignited when playing board games, they shared resources and helped others to accomplish things for themselves. Children were supported well when they considered events unfair, they were guided by caring practitioners who negotiated for good outcomes. Meaning they were learning to co-operate and consider the feelings of others. Children were polite and naturally used good manners without having to be prompted.

Children were self-motivated, initiated their own play successfully and were positively occupied at all times. Their independence was promoted, they chose their own snack from a healthy selection and returned for more if they wished to. Outdoor activities were a firm favourite with a group of girls making dens under trees using blankets and creating grass castles in the same way sandcastles would be made. Children had considerable freedom to safely explore their environment and were enthusiastic when showing us what they were doing. Children also planted their apple pips and watered them to encourage them to grow. Children told us it was activities like these which made them want to attend the club and they liked being able to see their friends out of school.

Children experience age appropriate activities that promote their all-round development and enable them to confidently follow their own interests. Problem solving skills and independence skills are enhanced as children are enabled to do things for themselves which are often challenging.

2. Care and Development

Good

Summary

Practitioners are caring, nurturing and consistently responsive to children's needs. They keep children safe and healthy as they fully understand and adhere to policies and procedures. They promote safe practice, healthy lifestyles and plenty of physical activity. They manage interactions successfully using positive strategies and strive to safeguard children at all times. Activities which reflect the children's interests and play work principles, are carefully planned to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well and can therefore support children.

Our findings

A confident and capable team of eight practitioners provided consistent care for those attending. Nearly all were enrolled on qualification courses in play work and all have up to date certificates in first aid, basic food hygiene and child protection. In addition they have attended supplementary training in managing asthma, using defibrillators and epi-pens. Training for practitioners was highlighted in the annual review action plan, all suggested training had been provided. Practitioners supervised children well at all times, collecting the children from classrooms and handing them over to parents at the end of the session and supervising children appropriately as they chose to venture outdoors. Practitioners understand and implement policies and procedures for the service consistently.

Safeguarding procedures were discussed with three practitioners who were confident to contact the relevant agencies should a concern arise. Practitioners had attended safeguarding training as part of their school roles and additional learning online. On entering the school premises we were required to sign in and were escorted to the school hall. A safeguarding protocol and information sheet was also presented to us evidencing how important safeguarding children is, to the school, and to the 7-2-11 club. Fire drills were practiced regularly and discussions with the practitioners assured us children would be safely evacuated in an emergency.

Children's health was promoted in a number of ways. All areas used by children were clean and tables were wiped using anti-bacterial spray. Children went to wash their hands before eating and after going to the toilet. Outdoor play was promoted with children having access to the playground at all times. A nutritious snack was provided with water or milk to drink and a three week menu was displayed. Since the last inspection improvement had been made in the provision of snacks. Practitioners now provided hot snacks such as bagels, pasta pots with cheese and tomato, and wraps, which practitioners said were popular with the children.

Practitioners promoted positive interactions through celebrating good behaviour. They created a caring and relaxed atmosphere where children were supported to engage in activities. During activities caring practitioners engaged with the children enthusiastically.

They were good role models and showed patience and concern for children's well-being. Children were praised and the 'star of the week' was rewarded with badges the children had helped to make. Practitioners also operate a traffic light system in line with behaviour management strategies used within the school.

Practitioners were confident, they follow the play work principles, so children are free to choose activities and resources as they wish. Photograph albums showed the children had enjoyed activities such as mini-beast hunts, den making, collage work, making lava lamps and playing with large bubbles during the school holiday.

3. Environment

Good

Summary

Leaders provide a secure environment and written risk assessments ensure all practitioners are aware of how to keep children safe. The space is very suitable, familiar and varied and children are supervised well by knowledgeable practitioners. The quality and variety of the resources are good and enable practitioners to promote children's all-round development.

Our findings

All areas were safe and there was no unauthorised access. A record was kept of visitors to the service and extra precautions were in place for those entering through the school buildings. For example, we had to sign in at the school reception and were escorted to the club. School staff handed us safeguarding protocols and the details of who to contact in the event of an emergency. Fire emergency and evacuation plans were prominently displayed with an additional poster for the 7-2-11 club in the school hall. The outdoor play area was not an enclosed area but was within the school perimeter fences. There were comprehensive risk assessments in place. These were dated and had been reviewed recently.

Leaders ensured the whole environment provided for a wide range of play and leisure opportunities. The environment was comfortable, stimulating and children had space for their belongings. The areas used were suitable and included the main school hall, computer room, library (used mainly during winter months) kitchen area and junior toilet facilities downstairs. All areas were clean and tidy, warm, light, bright and child centred, due mainly to it being run on school premises.

Areas were used well and set out by practitioners. Furniture included tables and benches, floor mats and soft furnishing to make comfortable areas for relaxing and looking at books. The self evaluation action plan for 2019 – 2020 highlighted the need for beanbags and these had been bought, blankets were now being considered. The outdoor area included the school field and woodland areas, a playground and fenced ball games, forest school and gardening areas. Children had picnic benches to congregate around to talk to friends and rest, and a bandstand shelter to sit in when the weather was not so good. Suitable sheds for storing equipment were in place to protect equipment.

Leaders ensured all children had access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outside. All were clean and in good condition and were available in sufficient quantity to ensure children had good variety and choice.

4. Leadership and Management

Good

Summary

Leaders are effective and strive to provide a quality service. There is a positive ethos of self-evaluation and forward planning. Practitioners are managed well and leaders ensure they have sufficient ongoing training, support and resources. Partnerships with parents and others are effective for the benefit of children and their families.

Our findings

Leaders have a sense of purpose and shared their expectations to drive the service forward. We observed a happy, competent and well supported workforce who had a good rapport with children and parents. We saw consistent good practice and practitioners worked well as a team. Leaders ensured legal obligations were met such as public liability insurance and the statement of purpose was comprehensive and included all the information required for parents to choose what kind of service they required for their child. This document had been reviewed in June 2019, however Care Inspectorate Wales (CIW) questionnaires evidenced not all parents were aware of policies and procedures and they had not been effectively shared with all those using the service.

Leaders and practitioners know their service well and promote an ethos of continuous self-evaluation and improvement. Parents had responded positively to the clubs review using questionnaires and to CIW's questionnaires as part of this inspection. The action plan for 2019 - 2020 included addressing issues such as storage in relation to health and safety, purchasing new equipment such as sit on scooters and board games without small pieces and hosting a games night. Children had contributed their opinions to a 'reasons to love our after school club' display. Statements such as 'it's fun playing with friends', 'playing football' 'the food' 'everything' were some of their thoughts.

Recruitment was well managed and met the needs of the service. Most staff had been recruited from the school team as they are familiar with the children and leaders can be assured of their suitability for the role. Relief practitioners were available to cover absences ensuring consistency for the children. All staff had current Disclosure and Barring Service checks in place, CIW checked those of leaders and were assured all inducted staff were suitable and held certificates. Staff files of two of the most recently employed practitioners contained all required documentation. We spoke to practitioners who confirmed they had a good experience during their employment. All mandatory training was up to date and annual appraisals completed in June 2019 along with an employee self-evaluation and quarterly review, ensured practitioners had a voice.

Leaders and practitioners were approachable and communicated openly with parents. Parents had provided the appropriate information needed to ensure their children are well cared for on registration forms, for example leaders had details of emergency contacts, allergies and signed consent forms for several reasons. Leaders had a good rapport with

parents and relevant information was shared with them verbally and through using a notice board and social media site. Several thank you cards were displayed on the notice board evidencing the appreciation parents and recent year six leavers had shown for practitioners, for 'providing such fun and games'.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend leaders consider how they ensure parents are informed of changes to the statement of purpose.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 10 September 2019 from 15.00 – 17.30
We:

- inspected a sample of records, documentation and policies and procedures, these included the statement of purpose and annual quality of care report;
- scrutinised two staff files and three children's files;
- looked at the areas used by children and the resources used on the day;
- observed children and the care they received;
- spoke to children, registered persons, persons in charge, practitioners and a few parents collecting children, and
- provided feedback of our findings to the registered persons.

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

www.careinspectorate.wales

7. About the service

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|--|---|
| Type of care provided | Childrens Day Care Out of School Care |
| Registered Persons | Catherine Jones Lucy Humphreys |
| Person in charge | Anita McLachlan Lucy Humphreys |
| Registered maximum number of places | 60 |
| Age range of children | 7 – 11 years |
| Opening hours | Term time, Monday to Friday 07:45 – 08:45 and 15:15 to 17:30 School holidays 08:00 – 17:30 |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 22 September 2016 |
| Dates of this inspection visit(s) | 10 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 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 the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'. |
| Additional Information: | |

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