



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Happy Days Sennybridge After School Club

**Sennybridge Youth Wing
Sennybridge C. P. School
Sennybridge
Brecon
LD3 8RS**



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Description of the service

Happy Days After School Club has been registered to provide after school care since October 2015. The registered person for the service is Bethan Davies, and the person in charge is Charlene Colwell. The service runs from 3.00pm to 5.45pm Monday to Friday, term time only and they provide care for up to 24 children under the age of 12 years.

Summary of our findings

1. Overall assessment

Children who attend the after school club have a sound voice as they are able to make choices and decisions relating to the fruit they eat and the toys and resources that they use. Children are happy and relaxed and enjoy spending time with their friends. The children have lots of space to play and there is a range of toys and resources available for their use. Leaders have developed good partnerships with parents.

2. Improvements

This was the first inspection following registration in October 2015. However, since registration the service has had a new toilet block built within the annex as well as a kitchen refurbishment.

3. Requirements and recommendations

We made the following recommendations:

- to include staff members signing in and out times on the daily register of attendance for the service and
- to complete supervision records be completed in pen and not pencil.

1. Well-being

Summary

Children who attend this after school club have a sound voice. They enjoy spending time playing and taking part in different activities and are forming friendships with children of a mix of age groups. All children behave well and show that they are co-operative, that they share and take turns. Children practise a range of skills in the different forms of play that they engage in. There are opportunities for the children to be independent.

Our findings

1.1 To what extent do children have a voice?

Children have plenty of opportunities to make choices and decisions and are listened to by the staff caring for them.

Children freely chose the toys and resources that they wished to use from those set up for them around the room. Children requested other toys and resources as they so wished, for example as the children arrived several children asked if they could take out the play kitchen and staff fetched it for them and helped to set it up. Children quickly turned this into their pretend café. Some children chose to spend their time sitting quietly and playing with K'Nex construction toys whilst they followed complex plans and created a vehicle rather than play in the imaginary café. Children said that they were able to choose between a choice of various things on the after school club menu depending on the day and confirmed that they always had a choice of different fruits. All children participated in some kind of activity and played alongside or with children of a range of ages.

Children have a sound voice at the service.

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

Children are happy, relaxed and have made good friendships.

All children showed that they were content and enjoying their play as there were lots of smiles and laughter from the children. Children showed enthusiasm for the activities that they were involved in, which ranged from playing with small world toys, playdoh, craft activity, imaginative role play and dressing up. Children said that they enjoyed spending time at the after school club and were happy to stay. Some were

even reluctant to leave with their parents and had to be coaxed away from what they were doing. Parents and carers on collection said that their children enjoyed attending the after school club. It was evident that the children had formed very good friendships with others, including those from different age groups; one child hugged another before they left and loudly proclaimed, "*He's my friend!*" Children explored the room confidently and chatted animatedly with each other. Other children, who preferred to have some quiet time, sat by themselves or with another friend who had chosen quiet time so that they could concentrate on construction activities. The children said that they knew who was in charge at the service and felt that they could approach the person in charge if they wanted or needed anything.

Children are well settled and feel very secure and happy.

1.3 How well do children interact?

Children are self-disciplined. They co-operate, share and take turns.

All children interacted well with one another and were polite to the staff caring for them. Children were co-operative; some paired up to make teams to share plans for construction activities and aided one another with building complex vehicles. Several other children played very well together creating make believe food from play-doh such as gingerbread men, cupcakes, chips and pizza and used these food items in the role play kitchen which they had turned into a café. The children were all thoroughly enjoying their play opportunities and time together and all laughed together when they decided that the price of the cupcakes for sale in the kitchen were £300. We saw the children working well together during their café role play scenario with some of the children creating the pretend food, others cooking it in the café and other serving the customers. Children were sensitive to the feelings of one another and we observed children complimenting their person their play-doh creation such as "that's amazing!" and "awesome" and we heard others complimenting their friends for their dressing up creations.

Children interact extremely well with one another.

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

Children are highly motivated and engaged in their play, although they also relax and enjoy quiet times.

Children sustained interest in the activities of their choosing. There was much enthusiasm for playing in the pretend café and children excitedly talked about their

pretend creations. The children were also very animated when engaged in the craft activity creating monsters from empty toilet rolls. Two of the children spent a lot of time creating complex vehicles from K'Nex pieces. The children were eager to show what they had made and talk about what they were doing, as were the children involved in the café role play who readily involved us in their play. Other children drew pictures and spent time colouring, whilst one child sat on a mat and played with small world toys in the form of a village for some time by themselves. Children freely explored the room and moved between the different games and activities that had been set up. Children said that in the summer time they enjoyed spending time on the playing field playing football and being outside on the school yard. to enjoy the lighter nights and nice weather.

Children are enthusiastic about their play.

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

Children are naturally motivated to freely choose and personally direct their play. There are some opportunities for children to be independent.

Children had a good range of toys and resources to choose from, which they explored of their own free will and used the resources creatively. Children used a range of skills whilst they played, demonstrating gross and fine motor skills, creativity and strategic thinking whilst following complex plans and instructions. Children sat in an orderly manner to select and received snack at the kitchen breakfast bar area and they helped themselves to the water jug and cups. Children sat down to eat together and we observed this as being a very social time where children chatted about what they had done that day at school and any homework that they had. Children were able to access the toilets by themselves. Many children were helpful in assisting staff to tidy away games, resources and tables at the end of the sessions, sometimes of their own free will.

Children have a good variety of experiences that allow them to build on different skills.

2. Care and Development

Summary

Staff create a warm, supportive environment. Staff provide different games and activities for the children to take part in and ensure that there is sufficient choice to cater for differing tastes and interests. The after school club staff are competent and approachable and ensure that the children are safe and happy whilst they are in their care.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of policies and procedures for keeping children safe and healthy.

Staff prepared healthy snacks for including two different types of fruit or cereal. Water was freely available for the children to drink. We saw good hygiene procedures being implemented and children washed their hands before eating with the staff members encouraging them to do so. There was good evidence of infection control measures in place with staff members regularly hand washing, wiping tables with antibacterial products prior to snack and at the end of the club session. Access to the premises was secure. Parents and carers had to be let into the building on the school site from where the service operated and were also asked to sign out their children at the end of the session.

The policies and procedures in relation to child protection and health and safety were relevant and up to date. Staff were aware of the correct procedures to follow to help keep children safe and healthy and what procedures to follow in the event of a child protection issue. The health, safety and hygiene policies were comprehensive as this policy related to the control of infection and prevention of cross-infection and included dealing with injuries, hand washing and the cleaning of surfaces. The registered person confirmed that an audit was undertaken of the number and type of accidents and incidents that had occurred on a month by month basis. This was undertaken in order to prevent repeat occurrences were possible and to implement any required remedial action.

Staffs fully ensure children are kept safe and healthy and that policies and procedures are consistent with practice.

2.2 How well do practitioners manage interactions?

Staffs are approachable and support children in their play and promote good behaviour.

Staff did not have to deal with any behaviour issues as the children were well disciplined and willing to co-operate, share and take turns whilst playing. Staff did assist children if they needed help or requested toys or resources from the cupboard. We observed all staff interacting well with the children. For example they took part in their café role play game, gently encouraged and assisted them with construction toys, acted as facilitators during a craft session and supported children who chose to complete their homework. Staff demonstrated a warm manner towards the children. Children said that staff were approachable and friendly.

There was a behaviour management policy in place of which both the staff and children were aware of.

Staff manage interactions appropriately and effectively.

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

Staff create a warm, nurturing atmosphere.

There was a relaxed, friendly atmosphere at the service and the children were happy to play or spend time quietly reading in the after school club. The person in charge evidently had good flexible planning in place and we saw that the activity planning was well prepared and implemented. On arrival at the after school club it was evident that the person in charge and staff had all the required items prepared ready for the structured craft activity that afternoon. In addition on the last Friday of each month the after school club hosted a special activity afternoon in the form of themed sessions, for example a chocolate fountain session which was very popular. The children viewed the addition of these planned special Friday sessions very positively. Although there were planned activities available to partake in most of the children played freely and chose what they wanted to do. Children also used the outdoor play equipment and the play space outside when the weather allowed.

Staff meet the children's needs and promote play opportunities sufficiently.

3. Environment

Summary

Leaders ensure that the premises are safe, clean and well maintained. There is a suitable range of toys, resources and equipment for the children to use which are in good condition.

Our findings

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

Leaders ensure the premises are safe and secure by ensuring that regular maintenance and checks are carried out.

Both daily and regular comprehensive risk assessments had been carried out for the annex of the school from which the service operated as well as all other areas used by the after school club. The school building was subject to regular maintenance and safety checks and this was evidenced by certificates for the electrical wall mounted blow heaters and fire maintenance check. The fire log book showed that a fire drill had been last practised in November 2016. The person in charge and staff took responsibility for cleaning the areas used by the children.

Leaders ensure the premises are very safe for children.

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

Leaders ensure that there is sufficient space and resources available.

The after school club was based in an annex attached to the side of the main school building, so there was plenty of space for the children to spread out and take part in a variety of activities. Games and resources had been set up around the room to give the children room to play. The outdoor play space was also utilised on days where the weather was more pleasant, so the children had lots of room to run around. All areas that the children were using were secure from unauthorised access. The annex was warm and well decorated with children's work, although there was no wall space dedicated to the after school club as this annex was also used by other organisations and the local community. Cushioned mats had been placed on the floor for children to sit on whilst playing with the dressing up clothes, small world toys and construction toys. Most games and activities had been set up

on child size tables There was a sufficient range of toys and resources kept in a lockable storage cupboard when they were not in use.

Additionally, children had benefitted from the recent installation of a new toilet area specifically for the club located within their annex. This comprised of three toilet cubicles and wash hand basins as well as a wall mounted hand dryer. A new kitchen had also been installed in the new annex which included new back splash units for the kitchen cabinets and work surfaces as well as new flooring. The registered person confirmed that at present that the current food hygiene rating held by the service was level 4 as this had been undertaken prior to the installation of the new kitchen.

Leaders ensure that the environment is appropriate and suitable for children's use.

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

Leaders ensure that the range of resources and equipment is regularly updated.

The toys, resources and equipment that the children used were clean and in good working order. The registered person confirmed that the resources were rotated frequently in order to sustain interest as well as checked regularly should anything require repairing or replacing. We observed that children had an excellent range of toys, and resources at their disposal during the inspection and we also saw that a large storage cupboard was full of other and additional toys, resources and equipment which the children could choose and access.

Leaders actively ensure the resources and equipment are in good condition.

4. Leadership and Management

Summary

Leaders are competent to run an after school club and have good knowledge of the regulations and national minimum standards for regulated care.

Our findings

4.1 How effective is leadership?

Leaders were clear of their roles and responsibilities and had good knowledge of the regulations and the national minimum standards for regulated care.

The person in charge held the relevant requirements in terms of their qualification and experience. All policies and procedures were in place in line with regulatory requirements and all staff were familiar with them. The registered person confirmed that all policies and procedures were subject to regular review with several having been reviewed in April 2016. For example the statement of purpose had been amended to include children under the age of 12 years following the child care extension changes. There were separate registers of attendance in operation for staff and children.

The after school club had a positive ethos whereby children and staff felt valued. The registered person and the person in charge had worked together to make improvements to the service by updating the games and resources for the children and implementing a booking system. Leaders gave parents and guardians of all children using the service a time table of activities and details of snacks a month in advance to assist them when planning to use the service. Relationships with parents were positive.

Leadership is effective need to develop their leadership skills in relation to care services.

4.2 How effective is self-evaluation and planning for improvement?

A quality of care review and report has been undertaken since registration .and there is an improvement plan in place, witch has resulted in some minor improvements to the service.

A copy of the latest quality of care report had been forwarded to CSSIW in November 2016 in which children's, parents' and staffs' views had been sought in relation to the after school club. The service's quality of care system included provision to gather, assess and report back on those views. Leaders had made recent changes to how bookings were taken so that they could determine how many children they would be caring for at any given time.

Leaders have implemented an effective system for gathering people's views, evaluating the service and implementing an improvement plan.

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

Leaders have ensured that staff had a sense of purpose and have established clear roles and responsibilities in relation to their after school club role.

Leaders have ensured that there was an attendance register in place for children and staff. However, the fact there were two registers made the process of cross referencing the two registers in order to determine the names of staff who had looked after children on any one day more complex.

All staff had separate staff files for the service and these had been produced and were maintained in line with regulatory requirements. All relevant checks had been undertaken on staff members and all staff we spoke to verified this and showed that they had a clear understanding of their exact duties and responsibilities

Leaders had ensured that staff received regular supervision and annual appraisals in relation to their after school club care roles and the staff at the service confirmed this. However, supervision notes were completed in pencil.

The management of staff is efficient.

4.4 How effective are partnerships?

Leaders have developed positive relationships with parents.

The parents and carers that we spoke to said that they felt that leaders provided a valuable service and they were happy with the care provided. They said that they found staff approachable and that their children enjoyed attending and spending time with their friends. The parents and carers had no concerns or issues, but felt that

they could approach leaders if they had any complaints. Parents and carers also said that they felt well informed about the after school club as information in relation to this was included in the school's newsletter.. All information regarding the out of school club was provided a month in advance.

Partnerships with parents are good.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This was the first inspection since registration in October 2015

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

The following recommendations for improvements were made:

- Supervision records be completed in pen and not pencil;
- Staff and children's attendance registers to include the staff signing in and out times. This in turn would be a more effective system of checking which staff member and been present at the setting at any given date and time

6. How we undertook this inspection

This was a full, post-registration inspection.

- One inspector undertook the inspection over a period of four hours on 17 January 2017 and feedback was provided separately
- we looked at a sample of a range of documents and policies during the visit, such as children's/staff's attendance registers, risk assessments, accident/incident forms, development records, contracts and children's information forms, maintenance records forms;
- we observed the interactions between the staff and the children present;
- we completed an observation on one child using the SOFI 2 tool to capture evidence of the children's engagement and the care being provided by staff;
- we undertook a visual inspection of the premises;
- we spoke to staff members; and
- we spoke to five parents and carers of children who attended the service.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

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| Type of care provided | Children's Day Care Out of School Care |
| Registered Person | Bethan Davies |
| Person in charge | Charlene Colwell |
| Registered maximum number of places | 24 |
| Age range of children | From 3 to under 12 years |
| Opening hours | Monday to Friday 3.00pm to 6.00pm term time only |
| Operating Language of the service | English |
| Date of previous CSSIW inspection | This was the first inspection of the service following registration in October 2015 |
| Dates of this inspection visit(s) | 17 January 2017 |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language active offer? | The service is working towards providing the "active offer" in relation to the Welsh Language |
| Additional Information: | |