



Childcare Inspection Report on

Barker's Lane Wraparound Care Club

**Canolfan Brenda Price
Barkers Lane Community School
Barkers Lane
Wrexham
LL13 9UN**



Date Inspection Completed

18/11/2019

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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

Barkers Lane Wrap Around Care is registered to provide care for up to 48 children up to 12 years of age. The responsible individuals are Nicola Gargan and Claire Brand, who is also the person in charge. The hours of operation are Monday to Friday 7.45 am– 8.15 am (morning club) 11.25 am – 14.55 (nursery plus) and, 15.00-17.30 (After School Club) for 47 weeks of the years excluding Bank Holidays. English is the main operating language. This is a service that does not provide the Welsh Government’s Welsh Language “Active Offer”.

Summary

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

1. Overall assessment

Children are happy, settled and engaged in their play based activities. Children express themselves confidently and their opinions, ideas and thoughts are listened to. This helps them to make independent choices. Staff are experienced and responsive to children’s individual needs and provide a good range of activities indoors and outside. Children benefit positively from a variety of toys and equipment. The environment is secure, comfortable and clean. Leadership and management of the service is good.

2. Improvements

This is the first inspection since the service re-registered with CIW as a Charity Incorporated Organisation (CIO). Links with Barkers Lane Primary School services have been well established. The responsible individuals both have a shared vision and a highly effective working relationship which enables continual improvements to positively benefit the service.

Due to the efforts of staff, parents, children and the wider community fund raising has taken place, and as a result improvements have been made to the premises and new resources have been purchased.

3. Requirements and recommendations

The service is compliant with the relevant regulations. We made two recommendations in relation to equipment / resources for the children.

1. Well-being

Excellent

Summary

Children have a strong voice, they are listened to and they communicate well with staff and their friends, expressing their needs, and making choices with confidence. They are happy at the service, feel safe and are developing a sense of belonging. They are active and interested in what they do and have good opportunities to develop their skills and independence through established routines. They enjoy their learning and free play experiences indoors and outdoors, and structured activities they help to plan on a regular basis.

Our findings

Children were able to express themselves and had a choice of which activities they wanted to join in with as they could easily access resources and equipment. For example, a small group of children joining the wrap around session after school nursery chatted together as they explored the play options available and enthusiastically decided they wanted to play within the home corner, dressing up for developing role play. Others worked as a team in the transport and construction area, dressed as Bob the builder, fire fighters, and train drivers. Children expressed themselves confidently and knew what they had to say was understood and respected. For example, when a child said they were not hungry and did not want to have an afternoon snack as they were also busy playing the child was reassured they could eat later in their own time.

Children were settled and had good relationships with each other and staff. Children felt safe and valued in an environment and routine they were familiar with, which enabled them to play and learn, promoted their well-being and supported them to build friendships. Children who were new to the service, and those who needed more support were provided with appropriate comfort and reassurance.

Children interact well with each other, staff and other adults around them such as visitors to the service. All children were well behaved, following the service rules and being respectful to each other. Plenty of chatting and laughter was heard during children's play. Snack and meal times were a sociable occasion, children sat down together as a group and talked about their favourite foods and what they would like to play next. They shared resources and equipment well and helped to put them away together.

Children enjoy their play and learning and had a choice inside and outdoors, including free play, messy play and group activities. However, children could not use the newly constructed outdoor mud kitchen as it was inappropriately too high. We were advised by staff this would be adapted. A group of children were excited to play with the sand. They were seen using their imagination, finding solutions between themselves by creating sand castles, various shapes of pretend food, and with a little help from each other. Children

were able to focus for a suitable length of time for their age and stage of development for example, experimenting how to transport the items to the home corner to extend their play. A child with an interest in doing surveys, went around the service during activities to ask children their favourite colour, everyone co-operated as the child recorded the information, and fed the findings back to staff. Previous surveys included favourite activities and preferences for snacks. Lots of smiles and laughter were also seen as a group of children played together outdoors, gathering fallen leaves to play imaginative games, balancing on wooden obstacles, searching for bugs in the planters and experimenting with water using the drain pipes. Some children described their favourite activity which is going to the special activities they have, for example, when organisations such as sport groups, museums and animal encounters visit the service

Children could be self-reliant as they had access to the resources and facilities they needed indoors and outside. Items were stored at an appropriate height so they could be reached by all children. We saw children had good opportunities to become independent, for example, helping to tidy toys away, using the toilet and washing their hands, and making their own wraps at snack time and pouring their own drinks.

2. Care and Development

Good

Summary

Staff are suitably qualified and experienced. They are good role models and understand how to keep children safe and healthy. They are knowledgeable of children's individual needs and support them well. A range of activities are planned that support children to learn and develop skills effectively. Staff are consistent and professional in their interactions, use praise to promote positive behaviour and set realistic boundaries which help children to know what is expected of them.

Our findings

Staff keep children safe because they follow the policies and procedures of the service. They had appropriate first aid qualifications to enable them to respond to minor accidents. Staff knew what to do if they had concerns about a child, and accident and incident records were completed and shared with parents and signed. Fire drills were practised to keep children safe.

Staff implement good practice with regards to infection control. Tables are wiped before mealtimes. Staff encouraged children to wash their hands before eating and after using the toilet. All children have a cooked school lunch and staff provided children with healthy snacks. For example, children chose from a selection of items such as cheese, ham, chicken, lettuce, tomatoes, peppers and cucumber to make their own wraps. There was a choice of water or milk to drink. The three week menu showed nutritional food was consistently provided. Staff also ensure children are given regular opportunities to develop their physical skills well, to be active and get fresh air through using the outdoor space. This positively promoted children's overall health and well-being.

Staff used effective strategies to manage children's behaviour. They supervised the children in all situations and managed children's interactions promptly, speaking to children in a calm caring manner and using positive praise to motivate them. For example, during outdoor play a group of children were well supervised and able to keep safe whilst climbing to the top of a fixed play structure when given age appropriate explanations about the importance of listening to instructions and taking turns getting to the top, or when using the slide. All children could accomplish things for themselves and coped well with the challenging experiences available to them.

3. Environment

Good

Summary

Leaders keep children safe and provide a welcoming, clean, and secure environment both indoors and outside. The surroundings are child friendly and rich play conditions are provided. The quality of resources is good. Resources and equipment are suitable and staff make good use of them. Play spaces are innovative, well-resourced and versatile to meet children's needs. The premises have recently been partially refurbished and decorated in such a way as to provide a stimulating and nurturing environment.

Our findings

Leaders had systems in place which ensured the environment remained safe for children to use and that staff were aware of their responsibilities with regard to health and safety. Risk assessments were in place and were adequately detailed. Public liability insurance was current. Leaders has completed the necessary health and safety checks. The main entrance door was locked and a record was kept of all visitors. Fire doors were clear of obstructions. Outdoor areas were secure. Children were well supervised whilst on the outdoor equipment. The outdoor area promoted independence and allowed children to be physically active.

Throughout the service toys and equipment were stimulating for the children with resources set out within easy reach. The main room was divided into learning areas and was furnished with a suitable range of play items that the children enjoyed and found interesting, such as the home corner and sensory area which can be turned into a creative space for various themed activities. Some children had expressed a need of an interactive white board like they have in school. Leaders hoped to action this subject to funding.

Low level chairs with tables enabled children and staff to sit together at meal times. There was an area for stories and, quiet time however, a younger child displayed signs of tiredness and wanted to sleep, this wasn't possible, it was recommended that leaders provide a suitable space and equipment for sleeping with individual bedding which was could be regularly laundered. Older children had one or two comfortable chairs and furnishings where they were seen relaxing or chatting to their friends. Larger tables of various heights enabled children to spread out play items, games or complete craft work. Leaders provided clean and well maintained resources which gave children ample choice as to what they wanted to play with. Leaders had provided children with a designated area to store their personal items, coats and bags.

Leaders have created a positive ethos and established a strong team of staff so the service runs effectively. Self-evaluation is a priority with leaders continually improving the service and updating staff training needs. Partnerships are a particular strength with leaders having positive relationship with parents, the feeder school and the local community.

4. Leadership and Management

Good

Summary

Leaders have created a positive ethos and established a strong team of staff so the service runs effectively. Self-evaluation is a priority with leaders continually improving the service and updating staff training needs. Partnerships are a particular strength with leaders having positive relationship with parents, the feeder school and the local community.

Our findings

Leaders were experienced and worked effectively to deliver a shared vision to ensure good outcomes for children by building on the skills and expertise of the staff. They encouraged staff and children to contribute towards decision making. Meeting notes showed that regular management meetings focused on how they planned to improve the quality of the service. This created a positive ethos where everybody felt valued. All of the services policies had been reviewed, leaders regularly informally observed staff, and also partner staff for mentoring and monitoring. This ensured they share their expertise and work collaboratively to improve their professional practice and develop confidence in their roles. Parents had access to the service's policies and procedures and the statement of purpose reflected the service well which enables parents to make an informed choice about the care being provided.

Leaders were reflective and evaluated the service effectively. Parents and children's views were included in the last annual quality of care report, prior to becoming a CIO and leaders had since had identified priorities for improvement since re-registration earlier this year. For example, leaders had recently created an additional outdoor area to promote wild life and added more sustainable materials outdoors and inside. Within the service a new fitted kitchen and open plan office had been installed which meant children could be supervised from all areas. Older children by request had a dedicated play and recreation space. Several staff were in the process of completing their play worker qualification, and as a result plans were underway to provide more risky, activities, loose parts play and messy play.

Leaders took constructive feedback on board and immediately planned to implement minor issues raised during inspection.

We inspected a range of records and found these were well maintained and included all required information. Leaders supported staff well through supervision and annual appraisals and ensured staff had access to regular training. Staff files were complete showing safe recruitment processes are in place, including induction, and all staff had up to date enhanced criminal record certificates which evidenced their suitability. Staff ratios always met the National Minimum Standards.

We saw a good level of trust had been established and parents, and carers we spoke to were complimentary about the service. Leaders engaged regularly with parents through informal conversations, newsletters, the information board and the service's page on the school website.

Leaders had strong links with the local community which enriched children's learning and experiences of their local area. For example children were taken on nature walks, and had access to the Forrest school, fixed play equipment and large school field for outdoor activities.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

N/A

5.2 Recommendations for improvement

The mud kitchen is too high and needs to be adapted to the height of children.

6. How we undertook this inspection

This was a full unannounced post registration inspection.

One inspector visited the service on Tuesday 12 November 2019 from 12.15-15.15 to inspect the wrap around care, and on Monday the 18 November 2019 from 15.30-18.00 to inspect the after school provision.

We:

- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff, and four parent/carers, one grandparent and one great grandparent
- spoke to one of the responsible individuals manager / person in charge of the service;
- inspected at a wide range of records, and
- provided feedback to one of the responsible individuals /the person in charge on the last day of the inspection.

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 Full Day Care |
| Responsible Individual | Nicola Gargan Claire Brand |
| Person in charge | Claire Brand |
| Registered maximum number of places | 48 |
| Age range of children | 3-11 years |
| Opening hours | Monday to Friday 7.45 – 8.15 (morning club) 11.25 – 14.55 (nursery plus) and, 15.00-17.30 (After School Club) for 47 weeks of the years excluding Bank Holidays. |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | This is the first inspection since the service was re-registered. |
| Dates of this inspection visits | 12 November 12.15-15.15 and 18 November 15.30-18.00 |
| 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 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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