



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

Childcare Inspection Report on

Broad Haven ASC

**Broad Haven Primary School
Broad Haven
Haverfordwest
SA62 3JT**



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Description of the service

Broad Haven After School Club was registered in February 2007 to provide out of school care for a maximum of 24 children. At the time of the inspection, the service offered care to children aged three to eleven years between the hours of 3.15pm and 6pm, Monday to Friday during term time only. The registered person is Gareth Lewis and the person in charge is Lisa Young. The language of care is English. Broad Haven After School Club operates from Broad Haven Primary School, Pembrokeshire. The service uses the school hall as well as the school's outside area and toilets.

Summary of our findings

1. Overall assessment

We found that children enjoy themselves at Broad Haven After School club. They have fun with their friends and are cared for in a safe and stimulating environment. Children are cared for by nurturing staff who know them well and confidently meet their needs. Parents are happy with the service provided.

2. Improvements

The club has moved into the new school building.

3. Requirements and recommendations

We notified the provider of non compliance in relation to the employment of staff as there were no records of staff one to one supervision and appraisal.

We recommend that;

- leaders implement the findings of the quality of care review 2017;
- leaders confirm that Pembrokeshire county council's public liability insurance covers the after school club and
- leaders confirm that the heating is annually checked by Pembrokeshire county council.

1. Well-being

Summary

Children are well settled and happy at the club. They told us that they enjoy coming to the club, playing with their friends and doing activities such as arts and crafts, playing batman, stickle bricks as well as football outside.

Our findings

1.1 To what extent do children have a voice?

Children make choices and express themselves.

We observed children confidently choosing games and making requests to staff. Children independently chose to play alone, with friends or with staff. One child spent a significant amount of time happily playing with the arts and crafts materials whilst other children played a game of Buckaroo. The children asked a member of staff for assistance in pushing down the Buckaroo in order to start play the game. We heard children asking if they could get out the gym mats so that they could practice their gymnastics skills. During snack time children had a choice of toppings such as jam, cheese, marmite or chicken paste. They were polite and confident in their interactions with staff.

Children are confident that they have a voice.

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

Children form positive relationships and feel confident that their feelings will be taken into account.

Children smiled, laughed and chatted with their friends and with adults. Children identified the staff that they would speak to if they felt sad and told us that they felt safe at the club. We observed that the children were happy when they arrived at the club. They were evidently familiar with the routine on arrival at the club and promptly chose an activity. Two children sang and giggled happily as they played with the Batman cave. A child told us "I like playing with the toys and the staff are always nice to me."

Children are well settled and feel secure and happy.

1.3 How well do children interact?

Children interact in a positive manner with their peers and adults.

We observed children playing co-operatively throughout the club session. A group of children happily took turns performing various gymnastic skills on the mats that they had requested. Other children happily chatted about what they were doing and how Batman's

bat cave door operated and how it could be improved. A child explained to their friend how to play Buckaroo whilst setting up the game. Children wanted to show the work they had created be it in the stickle bricks or the arts and crafts. One child smiled happily as a member of staff admired their stickle brick model whilst another child eagerly showed their picture to a staff member. The picture was admired and kept safe until the child was picked up by their parents. The child eagerly showed their picture to their parent. As parents arrived to collect children they hugged their friends goodbye.

Children interact very well with others.

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

Children engage in self-directed play at this club and are interested in what they do.

Children chose from a range of activities available. Children told us that they could choose what they do and that they particularly enjoyed colouring, dolls and prams, games and football. We observed children playing busily and engaging fully with their chosen activities throughout the session. A group of children practising their gymnastic skills invited other children to join them in their game. Two children happily pushed around a pram taking it in turns and discussing the toys they had placed in the pram. Children were reluctant to leave their chosen activity to go home when their parents arrived to take them home.

Children enjoy their play very much.

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

Children are confident, motivated and are developing their independence.

Children showed confidence in choosing their own activities and directing their own play, such as imaginative play with the soldiers and fort or completing large floor jigsaws. Before snack children independently washed and dried their hands. Children were given the opportunity to prepare the table for snack time by counting the children attending and placing the correct number of cups and plates on the table. During snack children spread their own toppings on their toast and poured their own drinks. They cleared away their cups and plates to the designated area.

Children are developing well and becoming independent.

2. Care and Development

Summary

Staff know the children in their care well and provide responsive care that meets their individual needs. They create a relaxed and nurturing atmosphere where children are supported to participate in the play of their choice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have undergone the training necessary to keep children safe and healthy, and they follow appropriate procedures in response to accidents.

Staff had completed child protection training and when given various scenarios, they were able to give the correct procedures to follow. Staff present at the inspection had undergone training in paediatric first aid and had clear procedures in place to deal with any incident. We saw accident and incident logs which were signed by staff and parents. Staff ensured that all children washed their hands before sitting down for snack time. Children were encouraged to eat healthily at snack time with various options served daily.

Staff are efficient at keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

Practitioners support children to interact appropriately.

We observed staff encouraging children to share, to be kind to each other and to think about other children's feelings. Staff regularly praised children. They had a good understanding of the needs and different stages of development of children and they were sensitive to these when managing interactions between children. The staff modelled expected behaviour by talking to each other and to the children kindly. Parents told us that staff were caring and supportive and that their child had learnt to be kind to younger children at the service. Children told us that staff were kind to them at the club.

Staff manage interactions well.

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

Staff allow the children to lead their own play and are responsive in providing extra support where it is needed.

Staff provided nurturing and responsive care. We found, through talking to and observing them that they knew children well. They provided extra support when it was needed, such as during snack time when a child spilt water. A staff member reassured the child and helped to clean up. We also saw a member of staff supporting a younger child push down the Buckaroo toy so that they could add equipment at the child's request. Staff supported the development of the children's language and social skills because they sat at the children's level and chatted to them, about their interests, school and home lives. Staff knew which toys individual children preferred and responded kindly helping children look for their favourite toy.

Staff promote children's play and development effectively and are competent at meeting their individual needs.

3. Environment

Summary

Leaders use a modern school environment for the child care. They ensure that the environment is clean and well-maintained and is suitable for the age range of children that are cared for. Children have access to an outdoor area.

Our findings

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

Leaders have arrangements in place to ensure that the environment is clean, safe and secure.

The door to the building was kept locked and visitors were unable to enter without being let in. A visitors' book was in place and was actively used to record any visitors' presence. Maintenance records showed that fire and smoke alarms had been tested. Fire extinguishers were kept on the wall and the service carried out fire drills regularly in conjunction with the school. All electrical equipment was PAT tested. Cleaning equipment was stored in a store cupboard which children had no access to. The environment was found to be clean and tidy. We were informed that Pembrokeshire county council undertook regular heating checks and that the county public liability insurance covered the after school club however the records were not available.

Leaders ensure that there is a safe environment for the children.

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

The environment is welcoming and child friendly with furniture that is suitable for children.

Leaders ensure that the children are cared for in a child-centred environment. The service shared the premises with the school and as such all equipment and resources had to be set up and packed away daily. We observed the children being cared for in the hall with plenty of room to move around. Children moved into the main school to go to the toilet and wash their hands before snack. The outside area had an array of play opportunities.

The environment is well suited for children.

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

Children benefit from good resources, equipment and toys.

Resources and equipment were of good quality and suitable for purpose. Staff had provided child size furniture to allow children to access toys and equipment independently. Staff told us that equipment was cleaned regularly and any broken toys disposed of and replaced. There was an ample amount of resources for the children to choose from. The children also have access to the school's outside areas which include a football area as well as various play areas.

Leaders and staff provide and maintain good quality resources and equipment.

4. Leadership and Management

Summary

Leaders have created a positive ethos and have built effective relationships with parents. Leaders recruit suitable staff who also work in the school and are beginning to evaluate and improve the service.

Our findings

4.1 How effective is leadership?

Leaders create a positive ethos where children and staff feel valued.

The statement of purpose contained all relevant information about the service. Leaders and staff had good relationships with parents, who gave very positive feedback about the service. Children's files had all relevant information that needed to be obtained. Staff had accident and incident books which were signed by parents and staff members however, there were very few entries.

Leaders are providing basic leadership.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service regularly and take into consideration the views of children, parents and staff.

Leaders reviewed the service annually and produced a report. The report was based on the views from questionnaires from parents, staff and children, and clearly stated strengths and weaknesses such as the need for formalising appraisals and supervisions of staff. However findings of the quality of care report July 2017 were yet to be implemented.

Self- evaluation and planning for improvement is mostly effective.

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

Leaders ensure that the service is correctly staffed and there are enough activities on offer for the number of children attending.

Staff files were checked and found to contain all relevant documentation. Staff files evidenced that all necessary checks had been carried out and that staff were suitably qualified. Staff informed us that they had informal supervision by the registered person who identified training needs however, there was no written evidence of the appraisals or supervisions.

Management of practitioners, staff and other resources is adequate.

4.4 How effective are partnerships?

Leaders have developed a good relationship with parents

We saw that there was a relaxed discussion between parents and staff when carers collected their children. The person in charge informed us that this was how parents were kept informed of any developments at the service. Leaders had agreed contracts with all parents and had sought consent for aspects of the service such as taking photographs. Parents told us that the service communicated well with them.

Leaders build effective partnership with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

Improvements are needed in relation to the employment of staff (regulation 29) in order to fully meet the legal requirements. We have not issued a non compliance notice on this occasion as there was no significant impact or risk to children. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

5.3 Recommendations for improvement

We recommend that;

- leaders implement the findings of the quality of care review 2017;
- leaders confirm that Pembrokeshire county council public liability insurance covers the after school club and
- leaders confirm that the heating is annually checked by Pembrokeshire county council.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

An inspector undertook two visits to the service on 14 and 19 September 2017 lasting a total of 4.5 hours. During the visits, we;

- inspected a sample of documentation and policies including staff files, children's files, policies, training records and accident logs;
- observed children using the SOFI (Short observational framework for inspection) tool and general group observations and
- spoke to the person in charge, children, parents and staff.

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

About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Gareth Lewis
Person in charge	Lisa Young
Registered maximum number of places	24
Age range of children	3-11 years
Opening hours	3.15pm-6pm
Operating Language of the service	English
Date of previous CSSIW inspection	15 July 2012
Dates of this inspection visit(s)	14 and 19 September 2017
Is this a Flying Start service?	No
Is early year's 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 as the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	