



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

Childcare Inspection Report on

Active Kids Club

**Kelsterton Road
Connahs Quay
Deeside
CH5 4BR**



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Description of the service

Active Kids Club is located in the main sports hall of Coleg Cambria, Connahs Quay. The registered person is David Jones and the person in charge is Emma Seath. The service is open from 8:00 a.m. to 18:00 p.m. Monday to Friday during school holidays. The service is registered for 60 children aged 4 to 13 years. English is the main language.

Summary of our findings

1. Overall assessment

Children are settled and enjoy attending the service. Staff ensure children are kept safe, and active. Planning ensures children are provided with a range of opportunities and experiences for them to develop and learn through sports and craft activities. The environment is very spacious and suitable for the types of activities provided. Leaders are experienced and ensure staff are knowledgeable and provide effective care for the children.

2. Improvements

Since the last inspection the service has purchased new resources including board games and sports equipment to enhance the provision and opportunities they offer.

3. Requirements and recommendations

We made recommendations relating to children's health and staff supervision.

1. Well-being

Summary

Children express themselves and know their views and ideas will be listened to and considered. They feel happy and safe with staff they are familiar with and activities they are enthusiastic to take part in. Children interact well and learn a range of skills through sports and craft.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and can express themselves

Children were free and confident to express themselves and they had some choice in the activities they took part in. Although most of the activities were planned they could express their opinions about some of the structures of these activities and there were opportunities throughout the day for children to have free choice. For example children requested to play a doubles tournament during the planned tennis activity and at the beginning, end and after lunch children had free time to play. Children were consulted and involved in choosing trips to go on. We saw they had two alternative visits planned and children could choose which they wanted to attend. Children were asked to share their views about the service and suggest activities during circle time sessions, which were held at regular intervals.

Children are consulted about some of the care and activities they are provided with.

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

Children feel safe and are happy to attend the service.

Children were happy and felt safe as they knew the routines well. They knew they were grouped according to ages, which gave them reassurance they would be with their peers, and they would have an opportunity to take part in all planned activities at some point during the day. Children had developed friendships with staff and children of different ages, from a variety of schools. This helped them feel settled and happy in their surroundings. Children expressed enjoyment and through the discussions we had, they confirmed they enjoyed attending, seeing their friends and being active.

Children are happy to attend and enjoy being at the service with staff and children they have formed friendships with.

1.3 How well do children interact?

Children communicate and interact well.

Children were confident to express themselves and talk to staff and us about what they had and were doing. Children had a good understanding of the rules as they were involved in writing them at the beginning of every block of sessions. This helped them to understand what behaviour was expected of them. Children were beginning to understand the feelings

of others and we saw the older children happily helped younger ones and played alongside them. For example we saw older children pushing the younger ones on the swings when they visited the park. Children took appropriate care of the sports equipment. They understood how it should be used and returned it when they had finished.

Children are confident to communicate and knew what the expected behaviour was.

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

Children enjoy the range of experiences and opportunities they are provided with.

Children were highly motivated and engaged in the activities provided. They were keen to take part in and talk to us about what they were doing or had done. They were enthusiastically telling us about baking and making brownies the previous day. They also spoke about sports activities they enjoyed, including playing football and basketball. Most of the children we spoke with had been attending for a number of years and said they still enjoyed coming.

Children are motivated and enthusiastic to play and learn through sport and other freely chosen activities.

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

Children learn and develop a range of skills.

Children were able to gain a good range of skills especially those relating to being active and sport. They were happy and confident to take part in planned activities with some games being of a competitive nature. Children were encouraged and supported to be independent, when accessing facilities including toilets and drinks. Children were also seen helping to set up and collect the resources needed to complete the sports activities. For example, children were helping to put the nets up for tennis providing them with additional responsibilities.

Children develop a good range of skills through sports activities.

2. Care and Development

Summary

Staff are caring and responsive to the needs of the children. They promote an active and healthy lifestyle, planning a range of exciting activities. Staff are good role models and respect children's views and ideas. Positive interactions are supported and encouraged by staff and children have a good understanding of the rules.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe and promote a healthy lifestyle.

Staff had completed safeguarding and first aid training so they knew what to do if they had concerns about a child and they could deal with any accidents that occurred. Staff promoted a healthy lifestyle through planning a range of exciting sports activities daily and we saw staff supporting and encouraging children to take part in tennis, athletics and a visit to the park.

Staff ensured children were offered a healthy lunch and a choice of apple, orange or banana was offered as a snack. Staff need to ensure children are encouraged and able to clean their hands before eating, even when they are out on a trip. We saw that when visiting the park children were given a snack but no hands were cleaned as there were no facilities available. We discussed this with the person in charge and recommended wipes are provided.

Staff provide good opportunities that promote a healthy lifestyle.

2.2 How well do practitioners manage interactions?

Staff manage and promote positive interactions.

Staff managed interactions well and were good role models. We heard lots of discussions and staff took a real interest and respected what children had to say and responded appropriately. Staff involved the children in making the rules, which were displayed as a constant reminder and children confirmed this by telling us they could add to these rules whenever they wanted, if they felt it necessary.

We saw staff followed the behaviour policy with lots of positive language and words of praise used. There was a clear procedure to follow should there be consistent unwanted behaviour, with a three strike rule in place and implemented when needed.

Staff ensure children are fully aware of what behaviour is expected of them.

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

Staff know children well and promote their learning and development.

Staff knew and understood the needs of the different age ranges they cared for. They had good knowledge of child development and a range of experiences that helped them provide effective care. For example some staff were sports coaches and PE teachers. Staff provided children with a sense of fun and enjoyment, joining in with the games. We saw staff taking part in tennis and ball games at the park. Children and staff were having lots of fun.

Staff planned daily physical activities but also opportunities for children to have quieter times where they could relax. One parent had commented, saying "great resource and really well organised." After inspecting some responses to questionnaires sent out by the service and having discussions with the person in charge it was clear some children with specific individual needs, especially those related to behaviour, benefitted from attending this very active club and accessing the activities and facilities available.

Staff plan well to provide opportunities for children to take part in a range of sports and craft activities to help them learn and develop.

3. Environment

Summary

Leaders provide an environment which is safe and well maintained. It is spacious and children have access to a range of resources which allow them to be involved in a range of sports activities. Areas are also provided for children to relax and have quieter times.

Our findings

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

Leaders provide an environment that is safe.

Leaders ensure risk assessments are completed on areas and rooms used. We saw checks were completed before trips or visits. For example, children were not allowed to enter the park until a member of staff had looked around the area to check for hazards. Visitors were requested to sign in and out of the premises and registers of children and staff were kept so everyone could be accounted for in the event of an emergency. Leaders also ensured regular fire drills were conducted at various times and locations within the service to ensure children and staff would know what to do if they had to evacuate quickly. This was evidenced in the notes made by staff in relation to completed fire drills.

Leaders ensure the environment is safe and checks are completed on the areas used by the children.

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

Leaders provide an environment suitable for the activities and care provided.

The environment was clean, well maintained and very spacious. It was suitable for the sports activities and care provided. Children have access to a large indoor sports hall with a range of facilities. There was a lot of outdoor space available, including an athletics field and track for children to use. Leaders made sure children were able to have some quieter times by giving them access to a room for craft and another large room for them to have a free choice of activities.

Leaders provide superb sports facilities and an environment where children can develop and learn.

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

Leaders provide a wide range of resources and equipment.

Resources were of a good quality and provided opportunities for children to take part in a range of sports as well as craft and freely chosen activities. We saw children playing with soft javelins, tennis equipment and craft resources. Resources were made accessible as staff got them out from the storage and allowed children to help themselves. In the large base room children could freely choose from the resources available. This included table

tennis, drawing resources, computer games and board games, giving them a variety to choose from.

Leaders ensure resources are of a good quality and provide children with a range of experiences

4. Leadership and Management

Summary

Leaders manage the service well and ensure their vision of the care provided is shared with staff and parents. They regularly evaluate the service and plan improvements, taking into consideration the views of staff, children and parents. Leaders manage staff well and ensure their areas of expertise are utilised to help improve the experiences offered to the children. Effective partnerships are developed, which support the care offered.

Our findings

4.1 How effective is leadership?

Leaders are effective managers of the service.

Leaders have produced an informative statement of purpose, which clearly explains about the care and service provided. This had been shared with parents along with a short leaflet identifying types of activities offered. This gave parents the information needed to make a decision about the care their child received.

Leaders provided staff with a handbook and reminder of daily routines they were expected to complete. As the service is only available during school holidays, the handbook is shared at the beginning of every block of sessions. This ensured staff are reminded of procedures such as recording medication and sharing information regarding changes of children's individual needs.

Leaders ensure procedures are in place to keep parents and staff fully informed about the service on offer.

4.2 How effective is self evaluation and planning for improvement?

Leaders effectively evaluate the service.

Leaders had produced a very in depth quality of care review. It included the opinions of parents and children and showed their suggestions were considered when planning improvements. For example, some parents had suggested the cost of trips be included in hourly rates. Leaders had considered this and explained why this was not able to happen, due to not all children attending full time.

Leaders actively consider the views of others to help them continue to evaluate and plan improvements to the service and care they offer.

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

Leaders effectively manage staff.

Leaders are aware of the importance of keeping all staff fully informed and up to date with all the information they need. A "What's App" group had been set up so things such as

dates could be shared between staff. There was also a lot of verbal communication and a book to record important information, such as a parent informing them a child was to be picked up by someone else. This helped ensure staff were fully informed when there was a changeover.

Leaders ensured the different areas of expertise the staff had were utilised effectively by planning activities around these when they were caring for the children. Leaders conducted supervisions and appraisals but these could be extended to ensure they were more frequent. We discussed with the person in charge, the possibility of conducting supervisions at the end of the block of sessions to help identify and share issues and training needs which could be considered when the service was next operational.

Leaders manage staff well and plan according to their strengths but supervisions could be held more frequently.

4.4 How effective are partnerships?

Leaders have formed effective partnerships.

Leaders organised meetings and training sessions with external agencies when needed. For example, to get advice on any issues that may occur or ensure they are providing suitable care for children with specific needs. Leaders regularly contact services such as Family Information to access training.

Leaders ensured staff had time for discussions with parents at the beginning and end of the sessions. This allowed information to be shared. Leaders provided parents with a record of activities and experiences the children had had on a daily basis if requested.

Leaders form positive partnerships that support them in sharing information and improving the care they offer.

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

None

5.3 Recommendations for improvement

We recommended:

- Staff ensure children wash their hands before eating, including when they are on trips to places such as the park. This could be done by taking wipes for the children to use when there are no facilities close by and
- leaders review their supervision and appraisal arrangements for staff to provide more opportunities for information and training needs to be identified.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited on Tuesday 25 July 2017 for approximately 5 hours. We spoke to the person in charge on the phone on Wednesday 26 July 2017 to give feedback.

- We observed the children and the care they received;
- we spoke to the person in charge;
- we spoke to children present;
- we spoke to some of the staff;
- we looked at a wide range of records. We focused on the policies, procedures, registers and children's records and
- we inspected the environment and areas used by the children.

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

7. About the service

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| Type of care provided | Childrens Day Care Out of School Care |
| Responsible Individual | David Jones |
| Person in charge | Emma Seath |
| Registered maximum number of places | 60 |
| Age range of children | 4 – 13 (Must be in full time school) |
| Opening hours | 8:00 a.m – 18:00 p.m Monday to Friday during school holidays. |
| Operating Language of the service | English |
| Date of previous CSSIW inspection | 17 & 24 February 2015 |
| Dates of this inspection visit(s) | 25 July 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? | No |
| Additional Information: | |