



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

Childcare Inspection Report on

Ysgol Cynfran Llysfaen OSC

**Ysgol Cynfran
Dolwen Road
Llysfaen
LL29 8SS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Throughout this report any references to 'Care and Social Services Inspectorate Wales' (CSSIW) should be read as 'Care Inspectorate Wales' (CIW).

Ysgol Cynfran Llysfaen Out of School Club operates from rooms within Ysgol Cynfran which is in the village of Llysfaen. The service is registered to provide care for up to 64 children under the age of 12. The service chooses to offer the provision to children aged 3 – 12 years who attend Ysgol Cynfran. The service is open from 15:00 – 18:00 hours Monday to Friday during term time. The registered person is Mr Owen Rogers and Ms Dawn Jones is the person in charge of the day to day management of the service. The service is provided through English and does not provide the Welsh Language 'Active Offer'.

Summary of our findings

1. Overall assessment

This service is realistic in what it can provide to children in the time the service is operational. Children's well-being is stimulated and children's health and safety is considerably accounted for. Children have the opportunity to develop socially and are cared for by staff who are well qualified and experienced to meet their needs.

2. Improvements

There were no significant changes evident to the service which resulted in improvements for children.

One improvement made since our inspection is that the service has amended their Statement of Purpose. The Statement of Purpose is now compliant and contains the information required by National Minimum Standard 1.2.

3. Requirements and recommendations

We found the service did not fully meet legal requirements but as these did not affect the children's care we have brought them to the attention of the registered person and informed him they must be addressed. These related to Leadership and Management and the need to ensure the statement of purpose met with regulations, improving record keeping in relation to keeping a record of staff supervisions and ensuring accurate daily records of attendance were maintained?

1. Well-being

Summary

Children are listened to, feel secure and comfortable. They co-operate with each other and enjoy the company of each other and staff. They are self disciplined whilst engaging in relaxed, play based activities. Their independence could be developed further.

Our findings

1.1 To what extent do children have a voice?

Children make choices and are listened to.

Children were free to make choices as to how they spent their time. Younger children engaged in role play as builders whilst older children chose to chat and draw on a whiteboard. They were heard to ask for paper which was provided to them. When a child was asked for more toast at snack time his request was met promptly, showing that children are listened to.

Children are confident to speak to staff and express their needs and preferences. They are listened to and their choices are respected.

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

Children feel comfortable and relaxed.

Children benefitted from a relaxed routine where they can unwind after the school day. We saw a child resting on a sofa whilst playing on an iPad. Children chatted happily with their friends during snack time and were pleased to talk to us about the service. Children were forming friendships well, and respectfully listened to each other, taking turns to speak. Children knew support was available if they wanted it as they had developed positive bonds of affection with the staff caring for them.

Children feel safe and content and valued.

1.3 How well do children interact?

Children enjoy each others company.

Children interacted with their friends and staff in appropriate ways demonstrating they were developing an understanding of socially acceptable behaviours. Children co-operated well, taking turns and following the service's rules whilst playing. They looked after the equipment and resources and treated things with respect.

Children get along well, have a good understanding of the expected rules of behaviour and interact politely with each other and staff.

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

Children have fun and enjoy their time at the service.

Children engaged positively in play based activities and in child initiated play. They had the opportunity to explore personal interests which were appropriate to their age and stage of development. For example, children were seen to create their own drawings using the resources which were accessible to them, each piece of work unique and expressive of the child's interests. Children contributed to decisions which related to them such as when asked if they would like to watch a DVD, they chose the one they wanted.

Children are relaxed, engage well in play and have positive experiences

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

Children have unstructured, self-directed play however, they do not always have opportunities to develop their independence.

Overall, children develop and learn however, children were not able to develop their independence fully. For example, they could have participated more at snack time, by handing out plates and pouring drinks for themselves. Older children were given some opportunity to develop socially and follow their own interests, they were allowed to complete their homework and chat with their friends in their own designated space. Children would benefit further if their independence during snack time was considered and they were presented with more self-help opportunities.

Children have limited opportunities to become independent.

2. Care and Development

Summary

Staff follow policies and have procedures in place to keep children safe and healthy; they are positive role models for children encouraging them to follow infection control procedures such as washing their hands before they eat. They know the children they care for well and manage interactions in a way which nurtures children's individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand the need to keep children safe.

Staff implemented accurate procedures when handling food, wearing the appropriate protective equipment and promoted good hygiene practices by encouraging the children to wash their hands before snack. Staff supported children to make healthy food choices by offering them fruit, water or milk for snack. Staff were familiar with the premises and the evacuation procedure in the event of a fire. Staff understood the principles of child protection when this was discussed with them however we could not evidence any recent child protection training.

Staff apply principles which, help keep children healthy and safe.

2.2 How well do practitioners manage interactions?

Staff manage interactions and have consistent practices in respect of behaviour management.

Staff encouraged positive behaviour by offering children regular praise and engaging them in activities which captured their interest. Staff knew that some children's behaviour could be challenging at times but recognised their non-verbal cues and using distraction to good effect, engaged them positively with new interests preventing any challenging behaviour. No unacceptable behaviour was seen as a result with the session running smoothly with a relaxed and enjoyable atmosphere.

Staff are good role models and successfully promote positive behaviour and good manners from the children.

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

Staff provide care which meets children's individual needs and which promotes their play learning and development.

Staff facilitated children of all ages to follow their interests and socialise with their friends. Activity planning is flexible with staff encouraging children to express opinions of what they would like to do during their time at the service. Staff ensured role play

was suitable for younger and older children which the children enjoyed. Staff make children feel secure and provide them with opportunities to play freely in a relaxed atmosphere after the school day.

All three staff members currently employed also work in the school during the school day. This is beneficial to children as they are cared for by staff who know them, and the environment well.

Staff allow children of all ages to follow their interests and be positively occupied. Staff are competent and support children in a way which is appropriate to the age of the children to develop and learn.

3. Environment

Summary

Overall, leaders have procedures in place to ensure the environment is suitable and safe for children. Equipment and resources are in sufficient quantity, in good repair and are clean. They provide children with a range of equipment and resources to meet children's needs and to maintain their interests.

Our findings

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

Leaders provide children with a clean and safe environment.

Leaders had sufficient procedures in place to ensure children remained safe. Unauthorised access was prevented and we were asked to sign in and had our identification checked. The service worked in partnership with the school to ensure the environment was cleaned thoroughly each day. Assessments in relation to health and safety were carried out and recorded by the relevant agencies.

Leaders ensure the environment is safe.

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

Leaders are not always able to provide children with an environment which is suitable.

Overall, the environment was suitably set out to ensure children could move around with ease and access the toys and equipment they wanted. However, older children told us they found the tables and chairs used for snack time were too low. Leaders should explore ways of addressing this to make the environment more suited for the older children. Use of various areas benefitted children as they were able to follow their interests, find a quiet place to engage in their chosen activity or be physically active which was pleasing to see.

Leaders ensure children are cared for in an environment which creates a sense of security whilst having suitable play opportunities.

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

Leaders ensure toys and play equipment are good quality, kept clean and promote equal opportunities.

Leaders lay out a range of activities which the children could choose to play with. We saw girls and boys wearing high-viz safety vests and enthusiastically role playing being builders. Equipment and resources were well organised and stored at low level enabling children to access them easily and independently. One child asked for more paper to draw on, this was available and staff were able to provide it in a timely way.

Resources and equipment were in sound condition and well maintained.

Leaders provide a variety of suitable, age appropriate resources for children to use.

4. Leadership and Management

Summary

Leaders have a sense of purpose which meets children and parent's needs. They have some paperwork in place however this requires attention to ensure it meets regulatory requirements. We have brought this to the leader's attention. Leaders manage staff in a way which ensures children receive consistency of care. Partnerships between parents, the school and the service are positive.

Our findings

4.1 How effective is leadership?

Leaders have a vision for their service but do not communicate this clearly.

We found the Statement of Purpose did not provide sufficient detail about the service and how it operated which is required by regulation. We drew this to the leader's attention and swift action was taken to address this. We have now received a copy of an amended version which is compliant with regulation. Leaders had devised supervision record forms but these were not being used. This required attention by leaders to ensure the supervision process is formalised. We have drawn this to the leader's attention and action is required.

Leaders are taking appropriate action to address identified areas of weakness.

4.2 How effective is self evaluation and planning for improvement?

Leaders take account of the views of children and parents when evaluating the service.

Questionnaires were provided to children and parents to ascertain their views of how the service operates. The person in charge had assessed the responses from these and appropriate action had been taken which nurtured the aims of the service and which further improved the provision. In addition to the questionnaires, there is a confidential suggestion box and 'worry box' available throughout the year enabling parents and children to raise any issues they may have.

Leaders assess the quality of their service and make any necessary improvements on an ongoing basis.

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

Leaders have a consistent team of staff caring for the children.

We found leaders had information to evidence they had recruited staff using robust recruitment processes. We found leaders did not however, have suitable processes in place to monitor child attendance or to forecast staffing requirements. Although we found a suitable number of staff caring for the children on the evening of the inspection, the procedures in place to book children in to the service and forecast staffing requirements were inadequate. We have made the registered person aware of the need to improve this. Action is required to establish a more suitable attendance

system which captures the dates and times of attendance for both children and staff in accordance with regulatory requirements.

The service is currently registered for 64 children under 12 years. There were 15 children using the service during the evening of the inspection and currently three members of staff are employed. We discussed this with leaders, and explained they would have to have robust measures in place to ensure sufficient staff, if numbers of children increased or they could consider the option of reducing the numbers of children they are registered for to match the current staffing which would be 24. We have discussed the option of applying for a variation to reduce this number with the person in charge for their consideration.

We found that whilst Leaders had all the relevant information required for the children they were caring for; this information was on shared documents for some siblings. We have made a recommendation that in order to promote confidentiality and best practice in relation to child protection, each child has a form with their individual details on. We further found it hard to decipher which address was a child's primary residence when there were two different addresses recorded for their parents. We have made a recommendation to leaders in relation to this.

Leaders should improve their record keeping in relation to the numbers of children attending, their hours of attendance and the management of staff to effectively meet children's need.

4.4 How effective are partnerships?

Leaders have effective partnerships with parents.

We found staff and leaders spoke to the children's parents daily when they collected their child and parents told us they were satisfied with this approach. Leaders told us they promoted partnerships with parents by providing parents with a text service, via the school website and through letters sent in relation to special events. Two parents told us they had no concerns about the service, their children enjoyed what was offered and were happy and that it met their needs.

Staff recognise the importance of the children being part of the wider school community and ensure that children attending the service are provided with opportunities to attend events held in school for example cake sales or Christmas party.

Leaders provide a service which meets children's and parents needs.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the registered person that they were non-compliant with the following regulations:

Regulation 15 (1)(a,b,c,d,e) – in relation to the content of the Statement of Purpose.

Regulation 30 – in relation to the need for the service to keep registers which are in accordance with Schedule 3 (6) *'A daily record of the names of the relevant children, their hours of attendance and the names of the persons who looked after them.'*

Regulation 30 Schedule 3 (3) and (4) in relation to the need for leaders to ensure the service keeps *'The name, home address, date of birth and sex of each relevant child'* and *'for each relevant child, the name, address and telephone number of a parent.'* Individually for each child.

Regulation 29 (3)(a) in relation to the Registered Person ensuring that all employees receive appropriate supervision.

We did not issue a non compliance notice as we did not find evidence, on this occasion, that this had an impact on the well-being of children. These matters must be addressed.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspection. One inspector visited the service on 5 February 2018 between the hours of 15:25 and 17:55.

We:

- inspected samples of documentation and policies;
- observed practice and completed observations to evidence the care being provided by staff;
- Spoke to the children, the parents and the two staff members present and
- Looked at the areas used by children.

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

About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Owen Rogers
Person in charge	Dawn Jones
Registered maximum number of places	64
Age range of children	3-11 years
Opening hours	15:00 – 18:00 (Monday to Friday term time only)
Operating Language of the service	English
Date of previous CSSIW inspection	28 January 2015
Dates of this inspection visit	05 February 2018
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. The service is provided through the medium of English with some incidental Welsh used.
Additional Information:	

