



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

Childcare Inspection Report on

Bryn Gwalia CP School Fun Club

**Bryn Gwalia C P School
Clayton Road
Mold
CH7 1SU**



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Description of the service

Bryn Gwalia CP School Fun Club is located in Mold and operates within the school. The registered person is Owain Jones, and the persons in charge are Joanne Jackson-Wyatt and Linsey Parry who oversees the day to day running. The service is open from 7:50 – 8.20 and 11:30 – 17:30 Monday to Friday, term time only. Places are available for children aged 2 - 11 and funded places for children who are entitled as part of Flying Start are offered. The service is registered for 60 children with English being the main language and Welsh promoted.

Summary of our findings

1. Overall assessment

Children are very happy and excited to attend the service. Staff are caring and responsive, meeting the needs of the variety of ages and stages of development of the children. Exciting activities are planned and children enjoy these and the other play and learning opportunities they have. The environment is spacious and can be used and adapted effectively to cater for the changing numbers of children attending. Managers are actively involved in the service and have policies and procedures in place to support them in providing effective care.

2. Improvements

Since the last inspection leaders have shown they are committed to evaluating the service and planning improvements. For example, new toys and resources have been purchased, the outdoor area is currently being improved with a new water and music area being developed. Plans are also in place to renew the kitchens used.

3. Requirements and recommendations

We made a recommendation relating to ensuring the nappy/changing policy is adhered to by all staff.

1. Well-being

Summary

Children's views are sought and respected. They feel happy and safe in an environment they are familiar with and staff who know them well. Children enjoy attending and develop a range of skills through the toys, resources and experiences available.

Our findings

1.1 To what extent do children have a voice?

Children speak freely and able to express themselves.

Children were able to make choices and decisions about their time at the service. There was free flow access to the outdoor area in the after school club and children were seen going in and out when they wanted. Children attending the wrap around session and after school club had a free choice of activities and could join in with the adult led activities if they wished. Children had been asked to vote on what they wished to do at the service and staff listened to these and planned activities accordingly.

Children's views are listened to and respected giving them some input into the care and opportunities available.

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

Children are very happy and feel safe.

Children we saw arriving were excited to be there and could not wait to join in or choose an activity. We saw children attending settling in sessions. They were happy to join in with other children and were settling well. Children had formed bonds of affection with staff. They happily played alongside them and chatted to them about what they were doing. They were also happy to talk to us. Children felt safe as they were familiar with their surroundings and knew the routines. For example, younger children knew it was snack time after they tidied up outside so they went and washed their hands. Older children in after school club knew that Tuesday was cooking night and those that wanted to take part went straight into the kitchen area when they arrived.

Children are familiar with staff and routines which help them feel safe and happy.

1.3 How well do children interact?

Children interact and communicate well.

Children were sharing toys and resources. For example, they were sharing the pretend tools when playing outside. Children of all ages were happily playing alongside each other and the older children were aware of the younger ones and were sensitive to their needs. An older child was seen organising two younger children who were having a disagreement about the controllers for a game. They calmly intervened and solved the issue in a kind and

polite way. Children respected the toys and resources. They used them appropriately and returned them when they had finished.

Children learn to cooperate and are beginning to understand the needs of others.

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

Children enjoy the opportunities provided for them.

Children were all engaged in a freely chosen or adult led activity. They were enjoying interacting with others and learning new skills. Children were able to concentrate for appropriate amounts of time in accordance with their age and stage of development. Children taking part in a painting activity were able to focus until they had finished. They clearly enjoyed the activity and were very keen to show us what they had done and what colours they had used. When asked children said they really enjoyed being there, especially playing dodge ball and baking.

Children are able to choose activities which help them to enjoy their play and learning.

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

Children develop a range of skills.

Children were able to follow their interests as they could freely choose what they took part in. They were supported and encouraged to do things for themselves and to help others. Children's belongings were accessible with them being provided with named coat pegs in close proximity to the rooms being used, promoting their independence. For example, a child was able to go and get a soft toy they had brought in from home. Facilities including the toilets were within easy reach of the rooms which allowed children who were able, to access them independently. During snack children were allowed to help peel and cut a banana, counting how many slices they would need for all the children to have a piece, promoting their learning and independence.

Children are provided with opportunities and facilities that support their learning and independence.

2. Care and Development

Summary

Staff are generally effective in keeping children safe and promoting a healthy lifestyle but all staff need to ensure the nappy/changing policy is adhered to. Staff are good role models and manage interactions well. A range of experiences, opportunities and activities are planned which support children's individual development and promote their play and learning.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a good knowledge of how to keep children safe and healthy but all procedures in place need to be followed.

Staff promoted a healthy lifestyle with children being provided with lots of opportunities to be active and get fresh air. Healthy snacks were offered with fruit and yoghurt and toast or wraps to eat, with milk or water to drink on the day we visited. The service is also part of the Welsh Designed to smile Scheme which promotes dental hygiene and they had started to complete the first stage of the Healthy and Sustainable Pre School scheme. This demonstrated their commitment to promoting good health in the Early Years. Cleaning routines were in place. For example, tables were wiped and children were encouraged to wash their hands before eating or handling food.

Staff were up to date with safeguarding training and knew the procedure to follow should they have a concern. Policies and procedures were generally followed but improvements could be made to ensure children's dignity and privacy is respected when they have to be changed. Staff should ensure they wear an apron and use the designated separate area as stated in the nappy changing policy.

Staff follow most procedures that support them in ensuring children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are effective in their management of interactions.

Staff were positive role models and we saw lots of interactions and conversations taking place. Staff made times such as snack very sociable, sitting with the children and talking with them. We heard staff use lots of positive praise to celebrate good behaviour. We did not see much unwanted behaviour but any we did see was dealt with quickly and calmly, following the policy. For example, a child who was being a little bit rough was removed from the situation and asked to use kind hands, which they understood. Staff had ensured children were aware of the expected behaviour and rules with them being displayed in the room and following the same ones as the school.

Staff communicate their expectations well and promote positive behaviours and interactions.

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

Staff promote and plan activities which support children's individual development.

Staff knew the children well and planned activities the children enjoyed. Staff consulted the children on what they enjoyed doing and organised a timetable of events as a result. For example, Monday was dodge ball, Tuesday cooking, Wednesday dance, Thursday arts and crafts and Friday film club. Planning also considered the age and stage of development of the children with a separate timetable for the younger children. Staff promoted independence through providing accessible toys, resources and facilities and encouraging children to do things for themselves. For example, a young child was encouraged to have a go at taking the top off their yoghurt and they were very pleased when they did it. The progress of the younger children was tracked and next steps and activities planned to extend their knowledge.

Staff have a good knowledge of child development and provide suitable opportunities for them to play and learn.

3. Environment

Summary

Leaders ensure the environment is safe and secure with relevant procedures and checks completed. Suitable space and facilities are provided and there is access to outdoor areas where children can be active and get fresh air. Resources are varied and appropriate for the age ranges attending.

Our findings

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

Leaders provide an environment that is safe.

Entrance to the service was secure, as were the outdoor areas used by the children. Visitors were requested to sign in and out of the service and registers of children and staff were kept so everyone could be accounted for in the event of an emergency. Fire drills were completed at different times and sessions ensuring children knew the evacuation procedure in all areas and rooms used. Leaders had completed assessments and put procedures in place to manage potential risks. For example the key was hung by the locked door so it could be exited in an emergency.

Leaders conduct assessments and put procedures in place to ensure the environment is safe.

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

Leaders ensure they provide a suitable environment.

The environment was well maintained and welcoming. The rooms and outdoor areas used provided children with suitable space and opportunities to play and learn. Indoors there were areas where children of all ages could be together but there was also the space available to group the children if the numbers increased. Outside was utilised with areas just for children attending the service used regularly and larger areas, including the school playground and field, available if needed. There were separate areas for storing and preparing food and plans were in place to have the kitchens renewed.

The environment was spacious enough for children to play and learn.

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

Leaders provide quality resources.

Leaders had provided a variety of developmentally appropriate toys and resources that considered the age range of the children. Good quality toys were available and new ones purchased when required. Suitable storage facilities were available so resources were kept clean and well maintained. Leaders had ensured that resources were either labelled or kept in clear boxes so children knew what was available and could access them independently.

Leaders ensure they provide a variety of good quality resources that are suitable for the age and stage of development of the children.

4. Leadership and Management

Summary

Leaders effectively lead their service well and ensure they evaluate the care they provide, taking into account the views of others. Staff are managed well and recruitment and induction ensures they know and understand their roles and responsibilities. Leaders and staff develop effective partnerships which benefit the care and support the children receive.

Our findings

4.1 How effective is leadership?

Leadership is effective.

Leaders had produced a clear and informative statement of purpose outlining the care and service they provided. Policies and procedures were in place and had been updated when required. Leaders were fully aware of regulations and minimum standards and were very open to advice, which was accepted and any changes required were made.

Leaders know their service well and share their vision with others.

4.2 How effective is self evaluation and planning for improvement?

Leaders use self evaluation to plan improvements.

Leaders conducted annual quality of care reviews which considered the views of others including parents and children. These views were then collated and improvements made accordingly if needed. The parent questionnaires we inspected were all positive and did not identify anything they would like to change. Leaders were also open and willing to accept advice and support from outside agencies including us and The Family Information Service.

Leaders accept the views of others and use these to evaluate their service and plan improvements.

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

Leaders effectively manage staff and resources.

Leaders managed staff well. Staff files were complete and required training was kept up to date. There were enough suitably qualified staff to ensure children were sufficiently supervised. Leaders made sure all staff were aware of their roles and responsibilities and there was a thorough induction process in place. Resources were reviewed and plans in place to update them whenever possible. For example we saw a new water and music area were being developed.

Leaders ensure staff are managed well and provide sufficient and suitable care and support.

4.4 How effective are partnerships?

Leaders have developed effective partnerships.

Leaders work closely with Flying start link teachers to ensure they provide an effective service and care. They have close links with the school which allows them to share good practice, resources and get advice if needed. It also makes the transition process for the children starting school more fluent as children are more familiar with their new surroundings and teachers. Leaders and staff work closely with parents and ensure they are kept well informed about their child's development and activities. This was confirmed through conversations we had with parents with one saying they "could not rate it more highly".

Leaders have relationships with parents and other agencies which support them in providing effective care.

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:

- All staff should follow the nappy/changing policy by ensuring they wear an apron and use the designated separate area to ensure children's dignity and privacy is respected.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 03 October 2017 for approximately 3 hours. We had a phone conversation with one of the persons in charge on 04 October 2017 to give feedback.

We:

- Inspected a sample of documents and policies;
- observed practice and the care being provided by staff;
- spoke to the children, three parents, the registered persons, persons in charge and staff, and
- inspected the areas used.

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 Full Day Care
Registered Person	Owain Jones
Person in charge	Linsey Parry Joanne Jackson-Wyatt
Registered maximum number of places	60
Age range of children	2 – 11 Years
Opening hours	7:50 – 8:20 and 11:30 – 17:30 Monday to Friday, term time only.
Operating Language of the service	English
Date of previous CSSIW inspection	28 September 2015
Dates of this inspection visit(s)	03 October 2017
Is this a Flying Start service?	Yes
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. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer a Welsh language service.
Additional Information:	