



## Inspection Report

**XLWales Holiday Club**

**Oystermouth Primary School  
Newton Road  
Mumbles  
Swansea  
SA3 4BE**



**Date Inspection Completed**

02/11/2022

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## About XLWales Holiday Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	XLWales
Registered places	64
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

For further information on ratings, please see the end of this report

### **Summary**

Children are very happy, confident and relaxed at this holiday club. They have freedom to choose from a range of play experiences as well as enjoying challenges set by the staff. Children behave well and form close bonds with staff and each other, making them feel safe and secure.

The holiday club operates in all school holidays except for over Christmas. Many of the staff return each holiday and have worked at the club for several years. They work well with people who run the setting to keep children safe whilst still allowing them to take some risks. Staff plan interesting challenges which enable children to develop their own ideas and skills.

The holiday club is based in the school's large gym which is on the first floor. The layout of the club is flexible depending on the numbers attending and there is plenty of space for children to move around, play and be active. They also have use of an extensive playground and a covered outdoor area for use in poor weather. A suitable range of resources is available for children.

The people who run the club do so effectively. They have clear aims and develop a positive ethos. They have policies and procedures in place to ensure the smooth and safe running of the club. However, one or two records lack some detail.

## Well-being

Good

There is a structure to the day at the holiday club and children have good opportunities to make choices and decisions about what they do within this structure. Children have free choice over what they want to do for periods during the day. At other times they are encouraged to take part in the challenges set by staff. These challenges give children scope to develop their thinking, express their views and contribute their own ideas. For example, making a mummy during their Halloween theme. They successfully develop their ability to make decisions and choices.

Children are safe, secure and valued at the setting. They are confident communicators as they know staff will listen to them and take their views into account. For example, asking to use a different kind of construction kit than the one planned for the challenge, which staff readily provided. Children have a real sense of belonging and develop strong relationships as they work together to complete challenges, play pool with each other, or push each other enthusiastically around the playground on low-level scoot along cars.

Children behave well. They share and take turns and are respectful of others. Older children are supportive of younger children. For example, as they listen to each other during group times and actively applaud everyone's efforts. Children play well together and interactions between children and staff are warm and friendly.

Children are fully engaged in their play and learning. They enjoy interesting play experiences inside and outside and spend extended periods engaged in activities. Children are active and self-motivated to initiate their own play ideas, such as building a bug hotel on the bank outside, as well as interested in persevering with activities planned by staff. They consistently develop their own ideas and staff encourage them to evaluate the results through 'show and tell' sessions. This contributes effectively to children having a sense of achievement and as a result developing their self-esteem.

Children learn and develop in all areas through the activities and experiences provided for them. They problem solve, develop creatively, experiment and use their imaginations. Children have good opportunities to develop their independence skills. They access resources and equipment independently, use the toilet independently and find their own belongings such as coats and lunch boxes. They manage their own food and put things away when they have finished with them.

## Care and Development

Good

People who run the club have thorough policies and procedures in place to support staff to keep children safe and healthy. They have a comprehensive child protection policy in place to support suitable knowledge although the contact details of relevant authorities are not readily available to staff. People who run the club are fully aware of their responsibilities to protect children. Staff implement suitable hygiene procedures such as ensuring children wash their hands before eating. People who run the club have systems in place to collect information about children's allergies, health and individual needs prior to them attending the setting. However, there are no detailed records of how to manage any on-going health needs such as if children use inhalers. People who run the club have sound risk assessments in place to ensure they identify and manage hazards. Staff know what to do in an emergency as they practice evacuations during each holiday period. There are enough staff with paediatric first aid training and suitable first aid kits are available. Staff and parents have signed the majority of accident forms seen.

Staff interactions are very positive, they demonstrate genuine friendliness, warmth and kindness. They encourage and promote positive behaviour. Staff act as good role models to children; they listen to and respect children's views and act on them accordingly. For example, when planning a group game, they asked children what they wanted to play and enabled different children of all ages to lead the game when they requested to play again. As a result, children learn to adapt and be considerate of each other.

People who run the club and staff create a stimulating environment for play, learning and development. They base their activities in the main around science and engineering/technology but the challenges they plan give children ample opportunities to develop in all areas. For example, designing a haunted house using small scale construction resources gives plenty of scope for creativity, language development and problem solving as well as developing dexterity and exploring shape and space. There is a relaxed and friendly atmosphere in the club and staff support children very well in their play and learning. They are skilled in knowing what level of support individual children need. They know the children well and are proactive in accessing support from the local authority for children with individual learning needs.

**Environment****Good**

People who run the club ensure the setting is safe, secure and clean. The school premises are securely fenced, and gates are locked except when children are dropped off or collected. Staff accompany children to and from the gates at these times. Staff ensure they record visitors to the club. People in charge of the club carry out daily visual checks on the premises and ensure equipment is safe and clean. Toilet facilities are available directly off the gym with additional facilities downstairs. People who run the setting and staff supervise children well and they understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for.

People who run the club make good use of the available space to provide interesting and fun play experiences for children. The very large indoor space can be set up flexibly depending on the numbers and needs of the children. This includes space for indoor physical play such as balance beams and foot bikes along with an air hockey table and fuzzi ball table. In the main resources promote the exploration of science and engineering which is what the club is known for. For example, the provision of a collection of science-based magazines and large amounts of construction toys. Boxes of games and basic craft materials such as paper, pens and scissors are available, but staff also plan things such as art and craft days or water play days. Although there is no internet available in the setting, children have access to ipads which they use for activities such as treasure hunts.

People who run the club ensure they plan times throughout the day when children have access to the outdoors. Children have use of a large secure playground with a variety of equipment. A slight slope adds challenge and excitement to the use of low-level sit on cars and we saw children of all ages tackling this at their own levels. They also have access to a large, covered area outside when weather conditions are poor.

People who run the setting ensure children access good quality resources which stimulate and interest them. The layout of the environment supports children's independence as they move around choosing what they do and they can easily access their own belongings such as coats and lunchboxes.

## Leadership and Management

Adequate

People who run the setting have a clear vision and a good understanding of their roles and responsibilities. They work well with staff to create a positive ethos and provide a good service. During the inspection, they updated their Statement of Purpose to more accurately reflect the service they provide. People who run the club have a comprehensive range of good policies and procedures that they review regularly and ensure staff follow.

People who run the club understand their regulatory responsibility to self-evaluate their setting. They gather the views of children and staff about what they do and what they would like to do on an on-going basis when the club is in operation. During the inspection, they provided a current quality of care review report which includes the views and responses of parents. These were all extremely positive. Through the quality-of-care review people who run the club identify areas of their provision they would like to improve. For example, adding to their outdoor equipment.

People who run the club employ several staff who have worked for them for several years along with some newer staff members. They undertake the relevant pre-employment suitability checks although they don't always record which documents they have seen to prove identity when applying for a Disclosure and Barring Service check. They had not notified Care Inspectorate Wales (CIW) of new members of staff as is required by regulation. Since the inspection visit, people who run the club have submitted a notification to CIW with an up-to-date staff list. Additionally, people who run the club have not ensured sufficient staff hold relevant playwork qualifications, although all staff have qualifications and experience related to working with children in other professions. Since the inspection, the people who run the club have confirmed they are sourcing relevant courses for staff to work towards playwork qualifications by the next time the club is open.

People who run the club support staff to understand their role and responsibilities through induction training, annual appraisals and access to training. They keep a record of staff and children's attendance although they did not record the actual times of children's arrival and departure. They confirmed at the inspection visit they would immediately begin to record the actual attendance times.

People who run the club develop good relationships with parents and keep them informed about their children through verbal feedback and social media. They gather all relevant information and permissions from parents prior to children attending the club. People who run the club also develop good relationships with the local authority and Clybiau Plant Cymru.



## **Recommendations to meet with the National Minimum Standards**

R1. Consider displaying contact details for the relevant authorities in relation to child protection issues so that staff have easy access to them should they need them.

R2. Ensure the details of how to support specific health needs of children are recorded, known by and accessible to all staff.

R3. Ensure a system to record the identity checks of staff is put in place.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

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