



Inspection Report

Victoria Out of School Club

**Victoria Primary School
Cornerswell Road
Penarth
CF64 2UZ**



Date Inspection Completed

04/10/2021

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About Victoria Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Kara Oakley Kirsty Clarke
Registered places	42
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert First inspection of the setting
Is this a Flying Start service?	Manual Insert 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. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'

Summary

Children are very happy, settle well and form close relationships with their peers and staff. Staff are supportive and have a good understanding of children's individual needs. Children can choose from a good range of interesting play and learning experiences, which help them to develop new skills. Staff understand their responsibilities to report concerns and have good knowledge of the safeguarding procedure. They effectively adhere to the protective measures guidance and effectively implement policies and procedures. Staff ensure children feel safe and listen to their needs and views. The number of staff caring for children is maintained at a good level. The indoor and outdoor environment is generally safe and facilities are good, with procedures in place to access the toilet and outdoor area on the lower floor. Risk assessments are robust, including for COVID-19. The setting is well managed by dedicated, experienced and motivated managers. Partnerships with parents and other professional agencies are strong.

Well-being

Children can often make choices regarding their play. They confidently move around the play areas, choosing resources and making decisions about what, and with who they want to play with. They can decide what they want to eat from a variety of healthy options on offer. For example, wraps, sandwiches and fruit. Children are encouraged to express their opinions during conversations at teatime and staff ensure they are listened to.

Children feel safe, happy and valued at the setting. They develop warm relationships with other children and staff. Children approach staff spontaneously to seek reassurance or support and enjoy receiving praise and recognition for their efforts. They readily join in routines, such as preparing to play outdoors and to use the toilet because they are familiar with them. Children have adapted well to new routines, such as handwashing and how parents collect them, which have been implemented due to the COVID-19 pandemic. Children have good self-esteem and clearly relish in the praise and encouragement from staff. One child beamed as other children enthusiastically sang happy birthday to them after tea.

Children really enjoy their play and interact very well with their peers and staff. Children sustain interest in activities because they enjoy the opportunities available. Children are excited to play outside, running around, playing on equipment, or chatting in groups with their friends. One group enjoyed a game of football with their peers. Children are successfully learning to share resources and they help each other with tasks such as putting together a car track the length of the hall. They were happy for other children to join in the fun. Children are developing good communication skills and they listen to others as they share their stories while they sit for snack.

Care and Development

Staff keep children safe by understanding and implementing the policies and procedures in order to promote a healthy and safe environment. They are clear regarding their responsibility to ensure that children are safeguarded. The child protection policy has recently been updated to reflect the new Wales Safeguarding Procedures and is being shared with staff. Most staff have completed a safeguarding course. A sufficient number of staff have current paediatric first aid and food hygiene certificates. Some additional training such as the Prevent initiative has also been completed. Management have attended training in well-being for children and developed a well-being and mental health policy. A designated staff member has responsibility for preparing and serving food. A good range of healthy food, snacks and drinks are provided and there is a robust system to record children's allergies. Staff are clear about children's preferences and ensure that individual dietary needs are catered for. The setting has developed a specific COVID-19 policy and risk assessment and has good procedures to protect children during the current pandemic. Appropriate hygiene routines are in place to promote children's health, including encouraging children to wash their hands at appropriate times. Staff are aware of the health and safety policy, including recording and monitoring accidents.

Staff have realistic expectations of children and strategies to manage children's behaviour are age appropriate and positive. Staff work closely together to ensure they have a consistent approach in line with the setting's behaviour management policy. Staff act as good role models and provide good supervision to support children to follow routines. For example, tidying up, getting ready for outdoor play and sitting for tea. Staff positively engage with children and provide clear and consistent boundaries. For example, not running indoors. Staff value and reward children's behaviour by providing praise for example, for listening, sharing and completing an activity.

Staff have a good understanding of individual children's needs, abilities and backgrounds. Staff help children to develop in areas where they need additional support. They provide numerous opportunities for children to learn good social skills and encourage children to develop confidence, self-help skills and communication skills in the context of an after school environment. Children enjoy the freedom to choose what they want to do, whilst staff also engage them in activities such as board games and craft. Staff provide some basic opportunities for children to develop their understanding of the Welsh language and basic words and phrases are used during the session. Children sang happy birthday to a child in both English and Welsh. Staff also provide a number of opportunities for children to learn about and celebrate other cultures and religion through the activities they plan throughout the year.

Environment

Overall, people who run the setting ensure that the physical environment is safe and secure and provides ample space for children to play. Robust risk assessments are in place and staff complete useful daily safety checks of the premises in order to identify and where possible eliminate any risks to children's safety. People who run the setting monitor that the maintenance checks for the building and fire systems are routinely undertaken by the local authority, who own the building.

People who run the setting ensure the environment is suitable. They ensure that the challenges of operating from the first floor when the toilets are the floor below are managed well. This includes having a higher staff:child ratio in place whenever possible. The play areas on the first floor comprise a classroom and large school hall and offer a good range of opportunities for children to be active and play. There is a large and interesting outdoor play space that children are escorted to as it is accessed from the lower floor. It is used daily as part of the routine. The indoor area is set up to offer a good range of different types of play set out to create interesting spaces for the children.

People who run the setting ensure resources are varied, interesting and age appropriate. Resources are stored in a cupboard and put out on a rota but children know what is available and ask for something different if they want it. Staff maintain and clean toys and resources regularly in line with the current best practice guidance to protect children from the risk of COVID-19. There are resources and materials to support the activity plans such as Welsh language and multicultural events. The outside area is a large schoolyard. It is very well resourced with a great deal of equipment such as climbing frames, football posts, benches and a covered area. Portable equipment such as balls and ropes are taken to the area.

Leadership and Management

People who run the setting are committed to providing a high quality service. They have a statement of purpose, which has recently been updated. They have good procedures in place and attention is paid to the regulations and national minimum standards to ensure the smooth running of the setting. Policies and procedures are reviewed regularly, especially during the COVID-19 pandemic. The safeguarding policy has been updated during the course of this inspection. They have set up their online account with CIW and notifies CIW appropriately of relevant matters. There are systems in place that ensure they provide parents with information prior to their children starting at the setting including policies and procedures, so they can make an informed choice about using their setting.

People who run the setting have a good understanding of current best childcare practice and demonstrate a commitment to continually improve the quality of the setting. They have processes in place to undertake an annual review of the setting. A copy of the latest review has been submitted to CIW with the Self-Assessment of Service Statement in July 2021. The report outlines the views of service users, what the setting does well and where they need to improve.

People who run the setting are clear about their responsibility to ensure that staff are recruited safely and have the necessary qualifications and experience required to care for the children. Staff files evidence that the required pre-employment checks are undertaken appropriately. Systems are in place to ensure staff are supported and appraised during their employment through one to one meetings and annual appraisals. People who run the setting ensure suitable training is provided for staff to further develop professionally. Staff feel well supported and are knowledgeable regarding how the setting operates.

People who run the setting work in partnership with parents in order to plan for each child's individual needs and promote good outcomes for children. There are a number of good communication systems at the setting including regular feedback, newsletters and a private social media app. Parents provide very positive feedback about the setting. People who run the setting have developed positive and useful partnerships with other agencies, such as relevant local authority and public health departments. They have sought support appropriately from these agencies to ensure they operate safely during the COVID-19 pandemic.

Recommendations to meet with the National Minimum Standards

No recommendations made.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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