



Inspection Report

TEMPS Out of School Club

**The Rofft School
Wynnstay Lane
Marford
Wrexham
LL12 8LA**



Date Inspection Completed

03/09/2021

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About TEMPS Out of School Club

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| Type of care provided | Children's Day Care Out of School Care |
| Registered Provider | TEMPS |
| Registered places | 52 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | First visit since re registration. |
| Is this a Flying Start service? | |
| 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 people /children who use, or intend to use their service. |

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| <u>Well-being</u> | No Rating Required |
| <u>Care and Development</u> | No Rating Required |
| <u>Environment</u> | No Rating Required |
| <u>Leadership and Management</u> | No Rating Required |

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

Summary

“This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.”

Children are listened to and respected. They feel safe and confidently play alongside each other. They interact well and enjoy their play and learning. Children are independent and have good opportunities to develop different skills.

Staff keep children safe and healthy. They manage interactions well and promote children’s play, learning and development and meet their individual needs effectively. Staff plan different activities suiting the children’s ages and stages of development.

People who run the service provide a suitable environment for children’s play and learning. They ensure children are well cared for in a supportive and comfortable environment, which considers children’s interests and their individual needs.

People who run the service have procedures to keep children safe and secure and staff spoken to understand and follow the service’s safety procedures. People who run the service offer staff support in their roles and are committed to improving practices for children’s benefit. There are strong partnerships with parents, reflecting how pleased parents are with the service. An effective transition and good working relationship with the school, sharing resources, ensures children are happy and settle quickly.

Well-being

No Rating Required

Children readily choose what they want to play with and enjoy exploring in the garden. They ask for a story and sit alongside staff to listen. Children decide where they want to sit to have their lunch and snack and staff respect their choices, showing children have a voice and are listened to.

Children are settled and they have positive relationships with staff whom they readily go to for support and reassurance or to proudly show their achievements. They confidently show us what they are doing and demonstrate their goal scoring skills. Children happily approach staff for help and informal chats. Parents told us their children greatly enjoy attending the setting. Children have a sense of belonging as there is personal space for their coats and bags and their creations are on display, which also boosts their self-esteem.

Children interact well with each other. They play imaginatively together. They co-operate well with adults. For example, when asked to sit and listen to a story. Children share and are making friends, they are happy and busy.

Children are active and learn through play. There are plenty of smiles when they play outdoors. They pretend they are preparing food and enjoy playing in the sand. The children pedal bikes and scooters developing physical skills and focus well when listening to a story.

Children have opportunities to do things for themselves. They are encouraged and supported to do things themselves, such as going to the toilet and washing their hands. Children are developing well and feel at home with the daily routine. They fetch their bags from school and sit together, happy to see their older friends arriving later. Their language is developing well and children are learning how to speak basic Welsh through simple words and phrases.

Care and Development

No Rating Required

Staff have a good understanding of how to keep the children safe and healthy. They know what to do if they have safeguarding concerns about a child. Staff allow plenty of time to speak to parents at the end of the session in order to continue to meet the children's individual needs. Staff have a good understanding of a healthy diet and provide nutritious snacks for the children. They ensure children's records are fully completed including any health needs. A register detailed attendance and accidents and minor injuries to the children were noted and brought to parents' attention. Risk assessments are followed which show staff are aware of how to keep the children safe.

Staff are consistent when giving positive praise to children, for example for sharing or scoring a goal. Staff are good role models and make time to talk with children answering their questions effectively. Staff were calm and gentle with the children. They used quiet voices and made sure all the children understood, reminding them of simple rules such as to be careful when they were choosing a place to sit down next to their friends to listen to a story.

Staff work very well together and children make good progress. They know the children and are able to provide a good level of care for them. Staff knew instinctively when to stand back and allow children to play on their own and when to guide and support. They plan interesting activities with a balance of child led and adult led activities. Staff provide good opportunities for children to develop their skills at their own pace such as balancing and playing football. They promote children's play, learning and development and meet their individual needs effectively. Parents told us their children enjoy the activities provided.

Environment

No Rating Required

People who run the service ensure the environment is secure, clean and well maintained, and provides a safe and comfortable place for children to relax and learn through different experiences. They have identified risks and taken steps to minimise or eliminate them, for example, outer doors and areas with a range of play items, which the children enjoyed playing with. Gates are locked to keep children safe. Regular and recorded fire drills evidence staff and children know how to safely evacuate the premises in an emergency. People who run the service ensure staff understand their role and responsibilities and they supervise children well during activities in doors and out.

People who run the service provide a suitable environment for children's play and learning. They ensure children are well cared for in a supportive environment, which considers children's interests and their individual needs. A good range of resources is accessible allowing children to develop their play by selecting their own toys and equipment. The room and outdoors were divided into learning areas.

People who run the service ensure children have access to a range of resources and equipment which are of good quality, natural and recycled which suit the children's ages and stages of development, There are ample resources such as toys, paper and craft items ensuring staff have the equipment to provide interesting activities for children.

Leadership and Management

No Rating Required

People who run the service are experienced and have knowledge about current childcare practices. The statement of purpose is clear and sets out what the setting provides. This helps parents make an informed choice about the kind of childcare they need. Policies and procedures are updated, which ensures staff are familiar with current processes. Daily records are maintained, and those, which require signing by parents when acknowledging accidents, incidents and administering medication if permitted, have been completed appropriately.

People who run the service are improving the provision. They know their service well and have developed outdoors with the addition of an outdoor classroom. A new small garden area has been introduced for the children to develop their curiosity and play by growing plants and flowers. People who run the setting monitor and evaluate the service. The views of parents and children are taken seriously and strengths and areas for improvement are identified and actioned. Recommendations made during the inspection were actioned following our visit with written confirmation provided.

People who run the service ensure the recruitment of staff is robust. All the checks are in place to evidence the staff are suitable to work with children including current DBS checks. Annual appraisals are meaningful and include areas for future development and training. The staff spoken to said they were happy at the setting. The staff present during the inspection, worked well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. The outcome is that children enjoy care given by relaxed staff.

People who run the service have positive relationships with parents which contribute to the well-being of children. There is good communication with parents and the service is managed effectively. For example parents have time to chat on a daily basis about their children and messages are sent to keep them updated. Parents told us they are pleased with the service and that their children have made lots of friends. The service is based in school grounds and shares some areas such as the field with the school enabling the people who run the service to ensure an easy transition for the children. Children benefit from walks to and visits to places of interest during the holidays such as the H.A.C.K horse sanctuary. Here they learn how to care for a horse for a day and also helps them to appreciate their community and world around them.

Recommendations to meet with the National Minimum Standards

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

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| None | |
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Areas where priority action is required

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| None | |
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Areas where improvement is required

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| None | |
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