



## Inspection Report

**Stay & Play St Andrews**

**St. Andrews Primary School  
Jenkins Street  
Newport  
NP19 0GR**



**Date Inspection Completed**

18/01/2023

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## About Stay & Play St Andrews

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Nicola Speight
Registered places	20
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.

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

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

## **Summary**

Children's voices are consistently listened to, and their preferences are considered. Children are happy and settled and enjoy their time at the setting. They make friendships and can play in groups or alone. They choose from a range of activities and are enthusiastic about their play and learning.

Staff are well qualified and understand how to keep children safe and healthy. Staff manage interactions in a positive manner and are consistently warm, patient and kind. They know children well and ensure that children's individual needs are supported. Staff provide some adult led activities and support and extend children's free play and learning.

The setting operates from the school canteen. People who run the setting set up and pack away for each session. They carry out daily checks to ensure the environment is safe and suitable. Staff ensure an adequate range of activities and resources are provided for children.

People who run the setting are generally organised. There are policies and procedures in place to support the setting to operate effectively. However, people who run the setting have not reviewed the quality of care since registration. Staff are well-qualified, and relevant checks have been carried out to ensure they are suitable to work with children. The setting has developed effective partnerships with parents, who speak highly of the service offered.

Children can make choices about how they spend their time at the setting. They choose freely from the activities and resources set out for them. Children choose from a range of healthy food and drinks at snack time or can bring their own. Children are confident to express themselves as they know that staff will listen to them. For example, we heard a child ask for a board game from the cupboard, whilst another requested help with deciding what to do. The children's voice is strong at the setting. For example, we saw how children's views and suggestions are collated at the start of the year and used in planning activities.

Children are settled and arrive happily. They are pleased to see the staff members who collect them and chat easily about their day. All children seemed content in the care of the staff. They are very familiar with the routines; this adds to their sense of belonging. For example, before snack time, children went readily to wash their hands and lined up calmly to collect their food.

Children continue existing school friendships and make new ones at the setting as they meet children from other age groups and classes. Children of varying ages play happily alongside each other and together. For example, some children cooperated in a game of 'piggy in the middle' using a soft ball, whilst others played alongside each other with building blocks. They happily wait their turn for resources, toys, and to use facilities at the setting. Children sit calmly at the table at snack time and come quickly and quietly when it is registration time. They treat the staff, each other, and the resources with respect.

Children are enthusiastic and interested in their play and learning. They follow their own interests with the resources available each day. Children concentrate and persevere with activities such as board and card games, building blocks, art and craft work and happily play with the toys available. For example, we saw three children absorbed in a card game together, whilst others enjoyed drawing, writing, ball, and board games.

Children have good opportunities to develop their independence skills. Children can pour their own drinks, select their snacks, and are independent when putting their coats away, using the toilets and washing their hands. They ask for help from staff if they need it. Children enjoy learning new games and trying out crafts and activities with the staff.

Staff understand how to keep children safe and healthy. They are knowledgeable about the signs and symptoms of abuse and have a clear understanding of the setting's safeguarding procedures. Staff know about their own responsibility to report any concerns. Good hygiene is promoted. Staff ensure children know to wash their hands before food and after using the toilet. Fire drills are carried out regularly and these are recorded well with notes made of evacuation times and any issues that need improving. Staff keep appropriate accident and incident records. They review these to look for patterns and trends but do not have a system in place to formally record this. Following any incidents of unwanted behaviour from children, staff are proactive in resolving problems effectively to prevent a re-occurrence, however these actions are not formally recorded.

Staff are consistently warm, patient and kind in their interactions with the children. Staff use positive behaviour management strategies at the setting. They routinely praise children for sharing and using good manners. Staff are observant about when children need support with their interactions and intervene appropriately. For example, a staff member noticed when a younger child started to struggle with understanding the rules of a game in a group and diffused the situation by offering to play with them. Staff act as good role models for the children.

Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit each child. Children with additional learning needs are supported appropriately and staff ensure they receive care which meets their needs. However, information regarding changes in children's needs and their individual behaviour strategies and plans are not available in children's records. Staff naturally extend the play and learning of children through chatting to them about what they are doing. Incidental Welsh is used by staff throughout the session. Staff plan some adult led activities in the week but are responsive to the children and support them in following their interests. For example, one child asked if they could learn how to dry up and were supported to do this as part of the washing up after snack.

The setting is run from the school canteen. The building is secure from outside entry. The school has recently installed new fire doors. Whilst these improve ease of evacuation in a fire, they have made it possible for children to leave the property independently and access the road through the school gate. Staff are vigilant with supervision of the children to eliminate this risk; however, the risk assessment has not been updated to reflect the new situation. Staff make detailed daily checks before the start of each session to ensure other risks are eliminated and the facilities are clean and suitable. Gas and electrical safety certificates are in place.

The room is light and bright with plenty of natural light by day and good electrical lighting after dark. There is an integral toilet block which provides suitable toilets and hand washing facilities for children to access independently. The canteen is warm and basically furnished with long rows of tables and chairs. This provides ample space for children to engage with various table-based activities without crowding each other. For example, we saw children playing board games, card games, playing with building blocks, using tablets, and engaging in drawing and craft with plenty of space. The staff can move some of the tables and chairs to create more free floor space if it is needed. In the warmer months outdoor play is possible in the school 'MUGA' (Multi Use Games Area) which is adjacent to the canteen. When the setting is in operation, staff use a portable display board to create a self-registration zone where children can also express their feelings on entering the club. Information for parents and certificates are also displayed here. Club rules, welcome posters and behaviour charts are displayed on the cupboards along with a selection of the children's artwork. These displays give children a sense of the out of school club's identity as distinct from school and a sense of belonging.

There are a suitable range of toys, games, and resources for children. For example, we saw puzzles, board games, play dough and accessories, arts and crafts materials, small construction resources, hoops, balls, soft toys, and gardening equipment. Storage space is limited but staff use the cupboards that belong to the club to store necessary records, documents and sufficient toys and resources. Children have free access to what staff put out for them, and resources are rotated between sessions.

People who run the service are generally organised to make sure they meet the requirements of the regulations and national minimum standards. Overall, the content of the statement of purpose is reflective of the service provided. There are a thorough set of policies which are appropriate, however the complaints policy does not clearly set out the complaint procedure. Registers of children's attendance contain all the necessary information and are completed in a timely manner.

People who run the setting continually evaluate the service at an informal level and make adjustments to improve the service. For example, we saw how staff had sourced ear defenders in response to children expressing they liked to be able to choose to have quiet space when they wanted. However, an annual quality of care report has not been produced. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff are well qualified. The registered person carries out all required pre-employment checks on staff, ensuring that only suitable persons are employed to work with children. Information on staff files is well organised. There is an appropriate system in place for regular supervision and appraisal of staff.

People who run the setting have good working partnerships with parents. Staff communicate well with parents giving them information about their child's time at the setting. They also act as a link with school, relaying and conveying messages when parents are unable to see teachers in person. Parents told us the club is a valuable support to them and that staff are approachable, kind and nurturing. They told us that their children happily attend the club.



## Recommendations to meet with the National Minimum Standards

R1. Formally monitor Incident and accident records and record actions taken following incidents

R2. Ensure children's individual records are regularly updated.

R3. Update risk assessment to include new fire doors which have been recently installed.

R4. Review and update the complaints policy.

### 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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16	Quality Of Care Reviews are not being undertaken annually	New
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Ratings	What the ratings mean
<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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