



Inspection Report

ABC Out of School Club

**Ysgol Rhostyllen
School Street
Wrexham
LL14 4AN**



Date Inspection Completed

08/02/2023

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About ABC Out of School Club

Type of care provided	Children's Day Care Full Day Care
Registered Provider	ABC Daycare Nursery Ltd
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	19 January 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children have a voice and make choices about where and what they want to play with. They interact well, understanding and respecting the rules and each other. Children enjoy their play and focus and engage well in activities. Independence is developed through children having access to suitable facilities and following effective routines.

Staff implement policies, procedures and routines effectively to ensure children are safe and a healthy lifestyle is promoted. They are caring and interact with children in a manner that supports their development and helps to encourage their speech and language skills. Staff ensure children have opportunities to develop their independence.

People who run the setting provide a secure environment where children have space to play and learn safely. The space provided allows children to play and have a range of indoor and outdoor experiences. Resources are appropriate for the children and are of a good quality.

People who run the setting manage it well. They consider and act on advice given to help improve the care they offer. Staff are suitably qualified and experienced. Good relationships are formed with parents and the school, and these benefit the children.

Children have a voice and make choices about how they spend their time. They freely choose to play indoors or outside and select which resources they want. Children communicate confidently and are listened to well by staff. For example, when asking for certain resources or asking them to join in their play.

Children settle well and are enthusiastic to take part in the activities when they arrive. They are familiar with the environment and know the routines, helping them to feel relaxed and explore the opportunities available. Children form positive relationships with the consistent staff who they know well. Friendships are developed and children often approach others to play with.

Children understand the behaviour expected of them. They use the space and resources cooperatively, respecting others as they do so. For example, when using the relatively small outdoor area, children were able to take part in a range of activities without interfering in other children's play. We heard children saying please and thank you when asking for something. Children learn to respect the resources, using them appropriately and returning them when they have finished playing.

Children are engaged and focused on their chosen activity. They actively decide to take part in adult led or freely chosen play and learning experiences. For example, children attending the after school club could choose to complete the adult led craft activity or choose from the resources available. Children showed enjoyment as they shared with us what they were doing and what they enjoyed.

Children' independence is developed as they have free access to facilities such as toilets and hand washing. They can access their own belongings which enables them to independently complete tasks such as putting their coats on before going outside. Children develop a range of skills as they have opportunities to attempt things for themselves. For example, pouring their own drinks and finding resources they want.

Care and Development

Good

Staff keep children safe. They implement effective policies, procedures, and routines. Those staff we spoke with understood the procedure to follow if they had safeguarding concerns about a child. Registers of children and staff attendance was recorded so it could be referred to when needed. Staff completed regular fire drills with the children, so they were aware of the procedure to follow in an emergency.

Staff implemented positive daily routines to support children to have a healthy lifestyle. Cleaning routines, such as tables being wiped before snack, were completed effectively. Staff provided healthy food choices for snacks. For example, yoghurts, toast, and a range of fruits, with a choice of milk or water to drink. Regular opportunities to access the outdoors was available, ensuring children could be active and get fresh air.

Staff are caring and responsive to the needs and interests of the children. They interact with the children in a manner that supports their learning, development, and social skills. Staff regularly communicate with the children during their play, helping their understanding and development of their speech and language skills. For example, discussing what shapes and pieces they may need to complete the robot they were building. Staff implement positive behaviour management strategies and deal with unwanted behaviour appropriately. For example, using a tambourine to get the children's attention before getting them to follow instructions such as tidy up time.

Staff are knowledgeable about child development and consider the individual needs of the children in their care. They plan some activities and support children to learn through their freely chosen play. Activities and resources provided are age appropriate and inspire children to develop a range of skills. For example, using the wooden pieces to make a safari park and road for their cars. Staff effectively support children to be independent. They provide appropriate resources so children can attempt things for themselves. For example, tongs to serve themselves snacks.

Environment

Good

People who run the setting ensure they provide a safe and secure environment for children. Security of the setting is appropriate to prevent unauthorised access or children leaving unsupervised, and visitors are recorded. Risk assessments for both the environment and activities are completed and kept under review to ensure hazards are managed well. Staff implement appropriate procedures to keep the environment safe. For example, locking external gates when children are playing outside.

The environment consists of a variety of different areas and rooms, which provide children with lots of appropriate space and opportunities. The main playroom used for the afternoon sessions is split into three areas. These are set out to give children space to play in the areas of learning, floor space for games, and tables and chairs for tabletop activities and eating. The hall provides space for the after-school club and gives children additional room to play and learn. The environment is light, bright and child friendly. Outdoors is utilised well, and staff ensure they make the most of the room available. People who run the setting have developed an area directly off the main playroom, so children have free flow access to outside. They also use the school yards and a grassed area when these are available.

People who run the setting ensure resources are of a good quality so children can have the best experiences possible. They are stored appropriately so children can access them, and they are kept well maintained and clean. Areas of learning suitable for the ages and stages of development of the children are set up. These include a home corner, construction area, craft and sand play. There are natural materials available to enhance children's play and curiosity, and children have opportunities to take measured risks as there are 'loose parts' available outside. For example, children thoroughly enjoyed building an obstacle course from the wooden planks and crates.

Leadership and Management

Adequate

People who run the setting manage it appropriately. Nearly all policies and procedures reflect current practice and are implemented well. However, the safeguarding policy did not contain all the information needed. People who run the setting addressed this issue during the inspection. The statement of purpose contains the information needed for parents to decide if it is the right care for them and their child.

People who run the setting complete a regular review of their service and produce a quality of care report. They collect and consider the views of parents, children and staff and use this information to make improvements and changes to the setting. For example, purchasing new resources for the children. People who run the setting listen to and gain support from outside agencies to help them improve their setting and the care they offer. For example, they are currently working with Early Entitlement and the school, and are applying for grants to fund a new purpose-built unit from where they would offer the service.

People who run the setting ensure staff are suitably qualified and experienced to care for children. Staff files contained most of the information needed to ensure all appropriate checks had been conducted and there was a robust recruitment procedure in place. For example, all staff had up to date disclosure and barring service (DBS) checks. However, staff files did not contain all the required information. People who run the setting addressed this issue during the inspection.

People who run the setting have a good relationship with parents. Staff chat with parents and carers at the end of the sessions so information about the child's day is shared. The setting has recently introduced an app where they can share photos and information with parents. The setting has a very close relationship with the school. They work well together, sharing resources, facilities and the environment to benefit the children and support their transition into school.

Recommendations to meet with the National Minimum Standards

R1. To have a contingency plan for when staff are not in work to ensure the manager can be supernumerary and ratios are always met.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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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Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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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