



## Inspection Report

**Baglan Buddies Out of School Club**

**Blaen Baglan Primary School  
Maes Ty Canol  
Baglan  
Port Talbot  
SA12 8YF**



**Date Inspection Completed**

04/01/2024

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## About Baglan Buddies Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Katie James
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	12 July 2018
Is this a Flying Start service?	<a href="#">[Manual Insert]</a> No
Does this service promote Welsh language and culture?	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>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</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 are confident and can make many choices about how they spend their time. They make positive relationships with each other and staff. Children are very familiar with routines and enthusiastic in their play. They enjoy a good range of interesting play opportunities indoors and outdoors.

Staff understand their responsibilities to protect children and work well to keep them safe. They interact positively with children and meet their needs well. Staff provide a range of play opportunities and are led by children's interests.

The leader ensures the environment is suitably safe, secure, and well maintained. There is ample space indoors and outdoors for children to play and relax. They have access to equipment and a good selection of toys and materials that meet their play needs well.

The leader has a good vision for the setting and works well with staff to provide a friendly play environment. Overall, they comply with the regulations and national minimum standards although some policies, procedures and paperwork are not fully compliant.

**Well-being****Good**

Children have a strong voice and make their own decisions about how they spend their time at the club. They can play freely with the only constraints being for safety reasons. Their choices and individual preferences are respected. Children communicate well and are confident to ask staff for support, for example, they ask them for additional toys or equipment from the cupboard or to go outside to play.

Children are happy, comfortable, and settled. They are very familiar with the club and its routines. For example, they know they can decide when to eat snack. This helps them develop a strong sense of belonging and confidence to manage their own time. They develop positive relationships with other children of a variety of ages and with staff. Children we spoke to told us they enjoy coming to the club.

Children interact and behave very well. They play together in pairs or groups and happily share and take turns. We saw older children set up a game of skittles and help younger children to join in. There is a constant buzz as children chat and play co-operatively together.

Children thoroughly enjoy their time at the club and play with enthusiasm and engagement. They choose from a good range of activities and resources which are stimulating and interesting. Most spend long periods engaged in the activities they choose. For example, two children spent over half an hour playing on the piano and many spent lengthy periods drawing or building with construction toys. Older children used a games console and another group spent time outside.

Children develop and learn as they play. They develop social skills as they play together and individual skills as they draw or use craft resources or run about outside. Children are developing independence and self-help skills well. They take responsibility for their own belongings, such as their coats and bags. They use the toilet area independently. Children know they need to wash their hands before snack and are becoming skilled at serving themselves from the snack table and clearing away their plates and cups afterwards.

## Care and Development

Good

Staff work effectively to ensure the safety and well-being of children. They understand their responsibility to protect children. All staff spoken to understand the steps they would need to take in the event of any concerns they may have about children including any relating to the conduct of the leader or staff. There is a safeguarding policy in place although this lacks some detail in relation to some elements. There are sufficient staff with up to date paediatric first aid training and the leader is aware of the requirements of revised national minimum standards. There are suitable systems in place to manage and record accidents, incidents and any medication administered. Staff record the times they and children attend the club. Leaders provide a substantial healthy snack for children such as a filled wrap, fruit and vegetables, and yogurt. Staff follow effective hygiene procedures and there is a system to manage any allergies. Staff ensure children have regular opportunities to play outside.

Staff interact with children calmly and respectfully creating a friendly atmosphere. They greet children warmly when they arrive and respond to their requests for toys and equipment or help and support. They supervise children well and chat with them about what they are doing or what they want to do. There is a positive behaviour management policy in place to support staff should the need arise.

Staff provide a range of play activities, suitable for the age and stage of development of the children. They plan some activities informally, for example, Christmas crafts or activities relating to festivals such as Chinese New Year. However, the ethos of the club is to provide a play-based environment where children can choose what they want to do and how they want to spend their time. Staff respect children's preferences and support their independence. They promote children's play well and, as a result, children have opportunities to develop and learn. Staff organise the session to enable children to make choices throughout, including when they stop playing to have snack and what they have for snack. Consequently, the session runs seamlessly and calmly with no unnecessary interruption to what children are doing. We did not hear any Welsh used in the club.

## Environment

Good

The leader ensures the premises are safe and secure. The entrance is locked, and staff check equipment and toilet facilities daily. Staff manage children's access to and from the club effectively. The premises are clean and well maintained. The club is based in the school hall, the school carries out all appropriate safety checks such as fire and electrical tests. Written risk assessments are in place which reduce or eliminate potential hazards and help to keep children safe. The leader reviews these regularly. The leader confirmed they carry out regular fire practices. However, they had not recorded the most recent one.

The club operates in a large hall which is light and bright and provides ample space for children to move about freely and play. They have use of canteen style tables and seating and set up activities daily. A large, lockable walk-in cupboard provides good space for storing resources and club records. Children can independently use a range of areas, which include tabletop, role play or floor areas, to develop their play. The leader also provides furniture to enable children to relax comfortably should they wish to rest. Children can independently access suitable school toilet facilities close to the hall. Staff have use of kitchen facilities to allow for appropriate preparation of food. Children can access many areas of the school grounds for outdoor play. The environment meets children's needs well.

The leader ensures furniture, toys and equipment are of good quality and appropriate for a range of ages. There is a good range of resources to ensure children have a variety to choose from that stimulate their interests. A few resources reflect cultural diversity.

## Leadership and Management

**Adequate**

The leader has a good vision for the club and works well with staff to implement it. They develop a culture of safety, consider children's rights, and recognise that the club is children's time to choose and play. The leader provides a useful range of policies and procedures to support staff. However, a few of these lack some detail or do not fully meet regulations. For example, the complaints policy lacks some detail required by regulations and there is no statement regarding procedures to follow should a child not be collected from the club. There is a Statement of Purpose in place which is largely compliant. However, the leader has not updated it since 2021 and it contains some out-of-date information. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The leader is aware of the responsibility to review annually the quality of care provided. The current report is evaluative and identifies areas for development. The views of stakeholders such as parents and children have been considered. Staff contribute their views informally through discussion.

Overall, the leader follows safe recruitment procedures to ensure staff are suitable to work with children. However, staff records checked did not contain job descriptions. Additionally, records of Disclosure and Barring Service checks did not contain sufficient details and details of identity checks carried out were not recorded. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff we spoke to told us they enjoy working at the club and feel very much part of a team. However, there is no system for staff supervision or appraisal in place. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Most staff are well qualified in playwork, childcare or both, although mandatory training such as in food hygiene and safeguarding is not always updated at the appropriate time.

The leader and staff have a good relationship with the school and work with local authority advisers and a national playwork association to support their development. They collect relevant information about children before they attend the club to ensure they can meet individual needs. The leader keeps parents informed through verbal feedback, electronic messages, emails, photos and a social media platform.



### 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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15	The registered person must ensure they regularly review their Statement of Purpose and notify Care Inspectorate Wales of any revisions.	New
28	The registered person must ensure they provide documentation to confirm how they have checked the identity of staff before they start work at the setting.	New
29	The registered person must instigate a system of staff supervision and appraisal to fully support staff in their role and professional development.	New
28	Staff files were incomplete. Of the two seen, there were no work history's, no DBS' no proof of identity and only one reference for each staff member.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Develop the use of incidental Welsh language.
Standard 24 - Safety	Ensure fire evacuation drills are recorded.
Standard 18 - Quality assurance	Ensure policies, procedures and paperwork contain sufficient detail to support staff and fully comply with regulations.
Standard 13 (Day Care) - Suitable Person	Ensure all staff up date mandatory training such as safeguarding, first aid and food hygiene in a timely manner.

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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