



## Inspection Report

**Madras Out of School Club**

**Madras V.A. School  
Penley  
LL13 0LU**



**Date Inspection Completed**

18/10/2021

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## About Madras Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Ruth Sadowska
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert</a> 31 July 2018
Is this a Flying Start service?	<a href="#">Manual Insert</a> 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 people /children who use, or intend to use their service.

## **Summary**

This was a focused inspection and on this occasion, we did not consider the care and development, environment or leadership and management in detail.

Children have a voice and are listened and responded to well. They are given choices and freely choose how they spend their time. Children interact well, happily playing together and following the routines. They thoroughly enjoy their play and develop a range of skills.

Staff are caring and keep children safe.

The environment is secure and suitable for children to play and learn.

People who run the service are committed and have a good knowledge of the care they provide.

## Well-being

Children have a voice and are listened and responded to well, helping them to communicate confidently. For example, a child was heard asking for a specific scooter from the shed, which staff allowed them to get. Children freely choose how they spend their time, moving around indoors and outside freely. They decide where and whom they would like to play with. Children have a range of choices of food for snack and can decide how much or how little they want to eat.

Children arrive from school happy and excited to be at the service with their friends. The environment and routines are familiar to the children, which helps them feel relaxed and settled. For example, as soon as children arrived they knew they could go straight outside, which they did and they lined up by the shed and waited for staff to unlock it so they could get the toys out. Children form friendships and there was lots of laughter and enjoyment as they played together. For example, a group of children were having fun throwing the leaves that had fallen from the trees.

Children understand and follow the embedded routines happily. They learn to share and use the resources and space available together. For example, children on bikes and scooters were aware of other children playing and knew to stay on the path. Children of all ages interact well and appropriately and they enjoy playing alongside each other or with a member of staff. We heard lots of conversations and discussions about what the children were doing and things of interest to them, such as their day at school and what was happening at home.

Engaged children relish in their play and learning, as they have opportunities to take part in activities they enjoy. For example, a group of children were seen laughing, smiling and having lots of fun as they pretended to have a party in the outdoor wooden playhouse. Children happily play alone or alongside others. For example, a child decided they no longer wanted to play outside so went indoors to read a book.

Children have opportunities to develop a range of skills including their independence. They can access the toilet facilities and their belongings themselves. The way resources are stored, indoors and outside, allows children to independently choose and access what they want. Children develop their language skills as they freely chat and play with each other and staff, helping with their communication skills.

## Care and Development

As this was a focused inspection, we have not considered this theme in full.

Staff keep children safe. They complete effective accident and incident records and parents sign to show they have been informed. Staff and children are aware of how to evacuate the premises as they conduct and record regular fire drills. Registers of children and staff attendance are completed. Healthy food options are provided for snack and children make a decision on what, and how much they eat. For example, we saw staff offering children buttered crackers, cheese, fruits and yoghurt and they were asked, or they were confident to ask for more if they wished.

## Environment

As this was a focused inspection, we have not considered this theme in full.

The environment is safe, secure and provides a child friendly space for children to play and learn. Improvements to the environment are identified and completed when possible. For example, there are a number of doors available for use in the case of a fire. Plans are in place for people who run the service to make the necessary repairs to one of these exits. Routines are in place to ensure children are safe. For example, the external gate is closed when all parents have collected their children from school.

The environment provides an exciting space for children to play. Indoors and outside are utilised well with access to all spaces available throughout the session. There is enough space for children to take part in a range of activities including, being active outside and climbing on the tyres and playing on the swings, or sitting in the cosy area inside when they want some peace.

## **Leadership and Management**

As this was a focused inspection, we have not considered this theme in full.

People who run the service have a good knowledge about their roles and responsibilities. They are committed to ensuring children are well cared for and enjoy attending.

People who run the service and staff communicate with parents. We saw staff talking with parents when they were collecting their child, telling them about their child's time at the service and relaying important information.



## 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**

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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