



Inspection Report

Stepping Stones 4 School Out of School & Holiday Club

**Llys Faen Primary School
Rowan Way
Lisvane
Cardiff
CF14 0TB**



Date Inspection Completed

19/03/2024

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About Stepping Stones 4 School Out of School & Holiday Club

| | |
|---|---|
| Type of care provided | Children's Day Care Out of School Care |
| Registered Provider | Stepping Stones 4 Schools LLP |
| Registered places | 64 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 6 December 2017 |
| Is this a Flying Start service? | 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. |

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

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

Summary

Children settle well, are confident and feel at home at the setting. They have plenty of choice about how they spend their time. They interact well with their friends and form good relationships with staff. Children have opportunities to develop their independence at the setting.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff know children well and ensure they provide care that meets individual children's varying needs. They consider children's interests when planning activities.

The setting operates from the school hall. This is generally safe and suitable; however, the setting does not have sole use of the facility at all times, and we have made a recommendation regarding this. The setting also has use of outdoor space and there are a suitable number of children's toilets. There is a large selection of toys and resources indoors and outdoors.

Leaders at the setting have a clear vision, which they share with staff. They are motivated and highly organised. They regularly review the setting and seek to continuously increase the quality of care offered. There is a strong staff team who are well supported. People who run the setting have established good partnerships with parents.

Children have plenty of opportunities for choice at the setting. They choose what to play with from the resources and activities available to them and choose whether to play indoors or outdoors. Children can make choices about what snack they choose from the options available to them. They are confident to talk to staff and express themselves. For example, children approach staff easily to ask them for specific resources.

Children are settled and content in the care of the setting. They form positive relationships with staff who know them well. For example, children talk and laugh easily with staff as they arrive at the setting. Children are familiar with the routines and expectations, and this adds to their sense of belonging. For example, when it is time for snack, children line up readily to be served.

Children continue existing friendships and make new ones at the setting as they meet children from other age groups and classes. They chat happily together at the tables at snack time and play happily alongside each other and together during the session. Children respect each other and staff. They respond quickly when they are asked to be quiet and listen. They happily wait their turn for resources, toys, and to use facilities at the setting. Children sit calmly at the table at snack and whilst carrying out craft activities. They treat the resources with respect.

Children are enthusiastic and interested in their play and learning. They thoroughly enjoy the opportunities for child led free play and the more structured activities. For example, some children eagerly choose to make 'bunnies' at the craft table, persevering and concentrating on their creations. Other children are happily absorbed in their own games using the toys available to them, concentrating as they push toy cars along the floor.

Children have opportunities to develop their independence skills. For example, children are responsible for their coats and bags and hang them up and collect them. They organise their own time at the setting and therefore develop their skills at finding equipment and asking staff for help. They enjoy learning new games and trying out crafts and activities with the staff and their friends.

Staff have a good understanding of their roles and responsibility to keep children safe. They have a clear understanding of safeguarding issues, the signs and symptoms of abuse, and their own duty to report any concerns. Leaders at the setting have recently reviewed and updated the safeguarding policy and procedures to ensure they are robust. Staff are attentive to children and supervise them well at the setting. However, during snack time, some children were not seated near staff and were not supervised as closely as others. Staff encourage health and hygiene at the setting. They provide a substantial, nutritious snack which children enjoy. They ensure children sanitise their hands before eating and follow good hygiene procedures such as thoroughly wiping down tables. Staff carry out very regular fire drills. There are appropriate systems in place to record accidents, incidents, and pre-existing injuries. Staff accurately record arrival and departure times in the daily registers of children's attendance.

Staff are consistently warm, patient and kind in their interactions with the children. Their responsive approach means children feel comfortable and relaxed. Staff are positive and have fun with the children, joining in with their play when invited. Many staff are experienced and have a good understanding of children's development, varying needs and how these can impact on behaviour. They are clear about boundaries and expectations and children respond to this. For example, leaders call out "un, dau..." and children go quiet as they reach "tri". They are observant about when children need support with their interactions and intervene appropriately. Staff are good role models and use plenty of praise and encouragement.

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 well supported. Staff naturally extend the play and learning of children through chatting to them about what they are doing. Staff consider the children's likes and dislikes, listen to their views and plan activities based on their knowledge of the children and what they enjoy. For example, they hold regular talent shows which children enjoy.

Environment**Adequate**

The setting operates mainly from the school hall, although it can use other classrooms if the hall is not available. The hall provides suitable space for children to play. However, it does not meet the National Minimum Standards requirement that the setting should have sole use of the facility during the hours of operation. Due to its position in the centre of the school, it is a natural 'thoroughfare' and can have a large quantity of children from the school who have attended clubs, and adults who work at the school passing through. This has health and safety implications as leaders at the setting do not have control of who is in the room, who is opening and shutting doors, and have not agreed or risk assessed some of the actions of school staff who do not work at the setting yet enter the room. Staff currently manage the situation by supervision of children but there is no formal system or risk assessment in place to manage this issue, although they have discussed it with the school. Routine maintenance checks for the building are undertaken. There are other risk assessments in place for the areas used by the setting. Staff complete daily safety checks of the environment and are alert to emerging risks.

The hall has long tables which can be folded and put away. Staff put these out for snack and craft and put them away when not needed to provide more space for children to play. There is enough space for groups of children to play in separate areas without disturbing each other. Children can also use the outdoor play area. At the time of inspection this was being shared with a football club and staff managed this by good supervision. There are a suitable number of toilets for the children to use. These are clean, fresh and in a good state of repair. However, children are not able to access them independently.

There is a large selection of toys and resources indoors and outdoors ensuring all children can find things to interest them. Resources are clean, safe and appropriate for the various age groups that attend the setting. Leaders have established a system for regular cleaning and checking of resources to ensure they are suitable.

Leadership and Management

Good

Leaders at the setting are well qualified, experienced, and are committed to high standards in the care they offer. Leaders are highly organised; both the Responsible Individual (RI) and the Person in Charge (PIC) have put clear and robust systems in place to support them in carrying out their roles. The RI ensures there is a clear and up to date statement of purpose enabling parents and carers to decide if the setting is right for their child. She ensures there are clear policies and procedures in place which are regularly reviewed.

Leaders carry out self-evaluation and plan for consistent improvements. They consistently obtain feedback from parents and children and produce a Quality of Care report annually. Suggestions and comments from parents and children are taken seriously and responded to.

The Person in Charge is an effective and organised leader and manages the staff team well. Staff work well and happily together and are clear on their roles and responsibilities during each session. Staff files are up to date and leaders undertake all relevant checks to ensure staff are suitable to work with children. Staff are well qualified and have up to date mandatory training. There are robust systems in place to ensure staff receive regular supervision and appraisals. These are meaningful sessions and honestly address issues that arise during the course of working at the setting.

People who run the setting and staff have established positive relationships with parents and carers. Parent feedback indicates they think highly of the setting and the care their children receive. They are pleased that their children enjoy coming to the club and taking part in the activities or playing freely with their friends.

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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 24 - Safety | Ensure staff closely supervise children at snack times. |
| Standard 22 - Environment | Risk Assess and establish a system for safely managing visitors to the setting and ensuring it is kept to a minimum. |

| 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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