



## Inspection Report

**Rascals ASC**

**Raglan Primary School  
Chepstow Road Raglan  
Usk  
NP15 2EN**



**Date Inspection Completed**

06/03/2024

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## About Rascals ASC

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Rascals After School Club
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
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.

<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>Good</b>

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

## **Summary**

Children are happy, settled and have worthwhile and consistent good experiences at the setting. They make worthwhile choices about activities they engage in and are encouraged to move between all opportunities offered. Children have valuable and warm relationships with staff and successfully interact with them. Children's social and independence skills are consistently good and appropriate to their age.

Staff keep children safe and thoroughly implement the setting's policies and procedures. The interactions between staff and children are nearly always positive and purposeful. Staff understand and successfully support the children's needs. Staff offer a beneficial good range of activities. Activities are nearly always led by the children's interests and suggestions.

The environment is welcoming, well-resourced and clearly organised. Staff follow infection control procedures, including food hygiene at snack time. The indoor and outdoor environments are clean, safe, and beneficial for the children. Relevant risk assessments are in place ensuring that all possible risks indoors and outdoors are minimised. The setting has a range of good quality toys and resources for outdoor activities which are accessible for the children.

Leadership and management of the service is consistently good. The staff work well together as a team. People who run the setting, prepare an annual in-depth review of their service using information from parents, children, and staff. Parents speak highly of the care and opportunities their children receive.

Children eagerly arrive at the setting from the school and settle well with familiar staff. They have formed strong bonds with the staff, which has a beneficial and effective impact on their well-being and development. Children understand that staff respond effectively to their needs and requirements. They confidently approach them with ease, including when they require support in their activities. For example, children asked for support whilst painting recycled wood and when making cards to take home for Mother's Day. There is a clear routine within the setting and children successfully follow the expectations immediately. These include, sitting at table and waiting their turn to collect snacks, and tidying away resources at the end of sessions.

Children have built positive friendships with each other. We saw older and younger children working powerfully together to create a domino rally from building blocks. Children take turns and patiently wait their turn for popular activities. For example, they waited their turn to play on the games console and the tabletop football game. Children are aware of the moods and the feelings of others at the setting, and staff also ensure these are taken into consideration during activities.

Nearly all children communicate effectively with staff and each other. They show a strong interest in activities offered and engage positively in the experiences available to them. Nearly all children show worthwhile curiosity and explore a variety of good opportunities. For example, children engage in arts activities, role play, and physical exercise including skateboards and scooters. Children are aware of their feelings and feel their needs are taken into consideration. They are free to decide which of the various activities to participate in. Children know that nearly all their attempts at communicating are respected by staff. For example, children were keen to discuss their ideas for Mother's Day cards, how to improve their domino rally, and what they enjoyed playing on the game console. Children concentrate for an appropriate amount of time and respond effectively to all encouragement from staff.

Nearly all children develop their independence skills successfully with the support of consistently good staff. Children are encouraged to be independent in their engagement of activities. They freely move between activities indoors or outdoors. Children share their ideas as they are consulted to gather information on what is working well, what can be improved at the setting along with their ideas for activities. Children share positive responses and opinions regarding the setting with others.

Staff successfully implement the setting's policies and procedures ensuring children are kept safe and healthy. Staff receive regular safeguarding training and understand the setting's safeguarding procedures. Staff record accidents and incidents and ensure they are signed by parents. Due to the small number of accidents and incidents recorded, they are not formally evaluated at present. Staff hold paediatric first aid training, enabling them to deal with accidents appropriately. All staff have completed valid food safety training, and they prepare a varied healthy snack for the children. They have recently reviewed and strengthened their food preparation and serving procedures including labelling packaging with allergy ingredients included. However, these procedures need to be embedded fully in the setting. Children are encouraged to collect their snack and to serve themselves. Food choices include fruit, toast, wraps and various meat and are offered fresh drinking water.

Staff have skilful and worthwhile relationships with all the children. They have a kind, caring and patient manner and all interactions are positive and purposeful. Staff skilfully support children's social behaviour throughout the setting. For example, staff interact with children before activities to explain the arrangements for the session and answer any questions. Staff implement strong and positive strategies in line with their behaviour management policy and offer praise and encouragement to children. Examples of dealing with challenging behaviour included questioning *"Do you want to play nicely?"* *"Have think about it and a chat with yourself and then decide. I'll give you a couple of minutes."* Children responded positively to these strategies. Staff are fully engaged in each activity and purposefully encourage the children to partake in every opportunity.

Staff consistently model good behaviour reinforcing the need to say 'please' and 'thank you' at all times. The setting has a very calm atmosphere and children respond thoroughly to the staff's requests. For example, when staff seeks children's attention, they start clicking their fingers and clapping quietly. This settles the children immediately. Staff sit with the children during activities to play games, assisting children to thread beads, and assist with the arts and crafts.

Staff have a good understanding of meeting the needs of children requiring additional support. Many children present required various support including medical requirements have clear policies and procedures in place to support and safeguard the needs of those children. No use of incidental Welsh was heard at the setting but people who run the setting are keen to develop these opportunities. The setting celebrates festivals such as Christmas, Chinese New Year and St David's day.

The indoor and outdoor environments used by the setting are safe and secure. Visitors are granted secure access through the school's main entrance or the setting's designated gate. Visitors are required to sign in on arrival and are met by the setting's staff. The outdoor area is surrounded by high quality fencing and all gates are locked at all times. Effective risk assessments are in place, which include the outdoor play area, the storeroom and daily safety checks to highlight any risks, as far as possible. People who run the setting evidenced that all other required safety checks are completed by the school within appropriate timescales. These checks include fire and smoke alarms, fire extinguishers and electrical testing. The premises is clean and safe throughout. Consistently good cleaning was observed before and after activities and snack time. The toilet facilities are age appropriate, and all staff ensure children's privacy and dignity is respected.

The indoor premises is warm and welcoming throughout and provides a beneficial and valuable environment for children to play and learn. It offers opportunities to support children's curiosity as well as overall learning through role play, building and art. The setting has one large room available for children and a storeroom where they can access resources. The room is accessible are generally large and ensure free access to activities for all children. The indoor environment is organised before the children arrive, ensuring that resources are readily available to use immediately after snack time. Outdoor resources are stored appropriately in a secure outside container. Children are actively encouraged to decide which resources they wish to play with and can access these independently. Children confidently request resources that may not already be available, and staff respond appropriately. The outdoor area is adequately resourced with furniture, but the setting wishes to develop further in conjunction with the children's requests.

People who run the setting provide a worthwhile and good range of age-appropriate toys and resources that keep children successfully engaged. For example, they provide beads to create pictures, dressing up and role-playing resources and tabletop games. There are resources and equipment within the outdoor area such as balls and rackets, scooters, and the green spaces. Furniture and equipment are sized appropriately and are of good quality. All toys and play equipment are clean and well-maintained. There were some resources evident to promote cultural awareness, celebrations, and diversity within the setting.

Leadership and management of the setting is consistently good. People who run the setting are skilled and experienced. They have a strong vision for the setting and positive expectations of staff. People who run the setting consistently support the staff to do their best. The statement of purpose provides parents with detailed information on how the setting runs. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. For example, they have created a document listing the policies, amendments, and review dates. They have record keeping systems in place including children's contracts, risk assessments and staff suitability checks. People who run the setting inform Care Inspectorate Wales (CIW) of events as set out in regulations, providing relevant information in a timely manner. This ensures information is current, children are safeguarded, and their welfare promoted.

People who run the setting have effective and strong systems for the evaluation of the setting. They consistently self-evaluate the setting and seek feedback from parents, staff, children, and access support from professional bodies. All information is used to create a highly effective quality-of-care report. Information is used to identify priorities for improvement and to further enhance opportunities for children. For example, they have bought new scooters and footballs for children as a result of the feedback gathered. It explains why some improvements cannot be carried out such as making use of the school's outdoor creative zone as these items were not available within the children's immediate play environment.

People who run the setting value their experienced staff. They successfully ensure qualified and consistent good staff are present to make sure children are always well cared for. There is a strong ethos of teamwork within the staff team, and they work closely together to ensure the best experiences for children. People who run the setting use effective recruitment processes to ensure staff are fully suitable to work with children. They effectively support staff in their professional development and training requirements. However, people who run the setting do not ensure that they conduct regular supervisions and appraisals of staff. Staff feel supported by management and can confidently talk and discuss any concerns with them. Regular termly staff meetings are held to ensure that all staff are kept up to date on safeguarding, to share relevant information and discuss any issues that may arise.



Partnerships with parents and outside agencies are strong. Staff share regular updates with parents through discussions when children are collected at the end of a session. Parents told us that they are satisfied with the valuable care their children receive. Examples of comments received were “*The staff are all so kind and helpful,*” and “*The children really enjoy attending.*” People who run the setting have strong links with the school and with external organisations to gain appropriate knowledge and information about recent guidance and practices.

### 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
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.

<b>National Minimum Standards</b>	
<b>Standard</b>	<b>Recommendation(s)</b>
Standard 12 - Food and drink	Ensure procedures for dealing with children's allergies are embedded in the setting's policies and procedures
Standard 22 - Environment	Develop the outdoor area to offer effective opportunities for children's play and development.
Standard 13 (Day Care) - Suitable Person	Ensure all staff receive regular appraisals and supervisions in line with the National Minimum Standards

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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**Date Published** 26/04/2024