Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rhosddu Cares Club

Rhosddu Primary School
Prices Lane
Wrexham
LL11 2NB



Date Inspection Completed

11/11/2024

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About Rhosddu Cares Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Portia Woods Kelly Koswaththage
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	16 October 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children have a voice. They know they will be listened to and their ideas and thoughts respected. Children are happy and settle well amongst the staff and their friends. They are well mannered and interact well during their play and the routines. Children fully engage in their chosen activity as they develop a range of skills and follow their interests.

Staff are aware of their responsibilities, ensuring children are safe and a healthy lifestyle is promoted. They help children to become well-mannered and develop their speech and language as they communicate effectively with them during their play. Staff provide appropriate resources and activities suitable for the children.

Leaders ensure they provide a safe and secure environment. Suitable space is provided so children have the room to play and learn indoors and outside. Resources and equipment are suitable for the ages and stages of development of the children and is clean and well maintained.

Leaders manage the setting well. They ensure paperwork is up to date and meets requirements. Regular self-evaluations on the setting and care provided ensures improvements are made. Leaders manage staff well and make sure all relevant checks and training are up to date. A good relationship is developed with parents to ensure they are kept informed.

Well-being Good

Children express themselves well as they know their thoughts and needs will be respected and understood. They feel confident to ask questions and requests items that are not freely available. For example, children asked for more toast at snack time. Children have free choice as they choose from the activities available and move around the environment. Children are asked and involved in how the setting is run and what is available. For example, children are asked what activities and resources they would like to have available for them.

Children settle well and happily join the others in an activity of their choice. They arrive from school keen to be at the setting and happy to be in the care of the staff. Children know the staff and environment well, which helps them to feel safe. They feel valued as their needs are known and understood.

Children are well mannered saying, please and thank you at appropriate times and without reminders from staff. For example, when asking if someone could "*move please*" so they could reach the paper they wanted. Children are respectful towards others and the resources. For example, they help to put items away when they have finished playing. Children of all ages play alongside each other well. Older children understand the needs of the younger children and happily play alongside them offering them help and support if needed. For example, when playing together in the small world area together. Children learn to share and take turns when playing games, celebrating the achievements of others and accepting that they cannot always win.

Children fully engage in an activity they have freely chosen. They happily explore the environment finding what and where they want to play. They focus for appropriate lengths of time for their ages and stages of development as they enjoy their experiences. For example, focusing on finishing a craft activity or puzzle. Children happily play alone or alongside others, including staff and children. They have fun and we heard lots of laughter as groups of children and staff played card games together.

Children have access to a suitable range of resources and activities to support their learning. They develop some skills as they take part in a freely chosen activity or one that is supported by staff, such as completing maths problems posed to them by staff. Children develop their independence as they freely access items and resources they want, use facilities independently and get involved in making and serving snack.

Care and Development — Good

Staff are aware of the settings policies and procedures and implement them effectively. They have appropriate safeguarding training and know the procedure to follow should they have concerns about a child. Staff conduct regular fire drills, so they and the children know what to do in an emergency. However, these are not always completed when new children start and not recorded effectively when conducted alongside the school. Staff have relevant first aid training and they record any accidents and incidents appropriately and share this information with parents.

Staff ensure they provide children with healthy snack choices and only offer milk or water to drink to help them lead a healthy lifestyle. Appropriate opportunities are made available for children to access outdoors so they can be active and get fresh air. Staff promote handwashing at appropriate times including before snack and after toileting and tables are cleaned, helping to prevent the spread of germs.

Staff are caring and provide good support and opportunities for the children. They are good role models teaching children understanding and respect. They know when it is appropriate to become involved in children's play and do so with enthusiasm and respect. Staff encourage children to become good communicators as they promote speech and language opportunities. For example, staff sat at the craft table with the children as they were drawing. They talked about what they were drawing and listened with interest to what the children had to say. Staff enthusiastically play card and board games with the children, helping to teach them about sharing and taking turns.

Staff know the children well as they work with them in the school. This benefits the children as they understand their individual needs and interests, which helps them to provide tailored support and ensure children have access to activities and resources that inspire them to play and learn. Staff plan some activities including craft for the children, but most experiences are child led as they can freely access items and resources they want. Staff promote and support children to be independent through providing appropriate facilities and resources. For example, children took turns to help prepare and serve snack to the other children. This included giving out the milk bottles and plates and spreading butter on the toast.

Environment — Good

Leaders ensure they provide a suitable environment where children can play and learn safely. They conduct risk assessments to ensure hazards are identified and managed well, however, they are not dated to show they are reviewed regularly. Checks are completed on the environment before the children arrive to ensure no new hazards have arisen and other events that may be taking place are considered to ensure children are safe. For example, deciding not to use the outdoor area during parents evening as it was being accessed by others so was not totally secure. Access to the setting is controlled by an intercom system so there is no unauthorised entry. All visitors are recorded and registers are kept of children and staff attendance so everyone can be accounted for.

Leaders provide suitable space for children to play and learn. Extra space outside the main room is available if needed when the setting is busy. The environment is welcoming with some work attractively displayed so children have a sense of belonging. There is access to suitable toilet facilities and children have areas to hang their belongings so they can be easily accessed when needed. Leaders ensure children have access to suitable outdoor space and this is generally utilised well. They have use of the school grounds so they can use the various resources and be active.

Leaders equip the environment with resources that are well maintained and kept clean. They are stored appropriately so they are easily accessed by the children. For example, low level shelving and drawers. The different areas created ensure children have access to a range of opportunities. For example, there are suitably sized tables and chairs so children are comfortable and can take part in tabletop activities. There is access to small world areas set up as a cold climate with penguins and other animals and games and puzzles. The variety available ensures they are suitable for the ages and stages of development of the children attending.

Leadership and Management Good

Leaders manage the setting well. They play an active role to ensure they are fully aware of the day-to-day happenings and can provide support and advice when needed. Policies and procedures reflect current practice and guidance. They are reviewed regularly and staff sign to evidence they have read and understood them. Paperwork is well organised to ensure information is easily accessible. All required information is gathered on the children so this can be referred to if needed. The statement of purpose contains all the required information to meet regulations and ensure parents have what they need to decide if it is the right care for their child.

The setting regularly reviews the care and resources they provide. For example, we saw staff talking to children about the possible items they would like the to buy for the setting. An annual quality of care report is produced. This shows the views of parents, staff and children are considered during the self-evaluation process and when improvements are planned. For example, introducing online booking and payment systems to help make the process smoother.

Leaders manage their staff well. They have developed a good team, who work together well and understand their roles and responsibilities. Leaders ensure staff have regular training to support them in their role. They have an effective recruitment system in place to ensure staff have the qualifications and experience to complete their role within the setting. Staff files evidence appropriate checks are completed to show staff are suitable to care for children. The staff we spoke to said they were very happy working at the setting and felt supported. Leaders conduct regular supervisions and appraisals to ensure staff have the required training, can develop within their role and any concerns they may have can be shared. However, appraisals are not always recorded as part of the setting and are just kept as part of their roles within the school.

Leaders and staff have a good relationship with parents. They share information daily about their child's day and experiences as they have discussions when children are collected. Parents were very positive in their responses to questionnaires sent out by the setting. These included," *Happy with everything*"." Keep doing what you are doing! You are all amazing, my child loves coming to club and is very happy".

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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	To ensure risk assessments are dated to evidence they are reviewed regularly.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To conduct fire drills when new children start at the setting.
To ensure a record of staff supervisions is kept in the settings staff files and not just in the school records.

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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