Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mountain Lane Out of School Club (Ollies)

Mountain Lane Primary School
Knowle Lane
Buckley
CH7 3JA



Date Inspection Completed

13/12/2021

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About Mountain Lane Out of School Club (Ollies)

Type of care provided	Children's Day Care Out of School Care
Registered Person	Rachael Shaw Lesley Davies
Registered places	48
Language of the service	English
Previous Care Inspectorate Wales inspection	26 June 2017
Is this a Flying Start service?	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 is an inspection undertaken during the Covid-19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children are happy and settled. They enjoy the time they spend at the club and are very familiar with the environment and staff who care for them. There are opportunities for them follow their leisure interests, and to develop their skills and independence.

Staff consistently provide an inclusive relaxed and nurturing environment. They understand their responsibility to support children's health and well – being. Staff work well together as a team, and consistently follow the appropriate policies and procedures in place.

Areas used in the school are secure, safe and spacious. Resources available are suitable and age appropriate. There are appropriate risk assessments in place to minimise risks.

Those running the setting have relaxed Covid-19 restrictions in line with guidance issued for reopening in September 2021. The registered persons and persons in charge have kept Care Inspectorate Wales (CIW) informed of any changes at the setting and all record keeping examined is in order. The setting is running smoothly. Parents confirmed the needs of children are a priority, and they are very happy with the way in which the club is managed.

Well-being

Children have a strong voice at this setting. They make choices and decisions about where they play and with which resources. They contribute their ideas for new experiences, resources and special events at school council meetings and use a suggestion box to get their messages across to those running the setting. Children are confident to express themselves and approach staff when they need to. They told us staff listen to them, and their ideas and suggestions are always valued. We saw them make decisions about how their Christmas art and craft items should look, and spoke about how they can follow their own interests and choose toys to play with when indoors, or outdoors. When children were cared for in small groups during the height of the pandemic, staff bought additional construction sets in response to their requests so each 'bubble' could have a set of their own.

Children are very happy and relaxed. They play in areas of the school that are familiar, and with their friends and staff who also support them in school. Children know staff will respond and treat them with dignity and respect because of the good relationships they have with them.

Children play well with their friends and learn to consider the feelings of others. They follow rules they have written themselves and model the behaviour of older children. Most children follow instructions and listen when guided by others. They are learning to share, take turns and co-operate with others.

Children engage in appropriate play and learning activities, which sustain their interest for an appropriate length of time. They can choose to relax or be busy and active. They move confidently between structured activities at tables, watch films on a large screen or create their own play with the many resources and play items available. Such activities are not only providing them with opportunities to have fun but also promote and support their development. Children have the freedom to explore the indoor and outdoor environments.

Children have opportunities to develop their skills and independence in line with their stage of development. When playing they are able to select resources independently. Parental feedback confirmed children's self-esteem, confidence and abilities have increased since attending the club.

Care and Development

Staff caring for children understand their responsibilities in relation to children's well- being. They know from in house training attended, why they are required to report any concerns about a child to the safeguarding lead and/or the appropriate authorities. There are suitable child protection procedures and effective record keeping systems in place to safeguard children. Children's registration forms undergo a review annually to capture any change in the specific needs of individuals. Fire drills are conducted at regular intervals and this means children are familiar with procedures should an emergency arise. There are adjustments to cleaning routines and practices due to the current situation and staff work closely with the school caretaking staff to ensure risks are minimised. Regular handwashing is promoted consistently well by staff.

Staff manage children's behaviour effectively and with dignity and respect. Their interactions with children are positive, kind and gentle, meaning children are at ease and comfortable in their care. Staff are familiar with the children and respond to their needs promptly using strategies used by staff during school hours. Staff commented on children being more emotional during the pandemic, but had noticed them being more settled now they could mix with other age groups. Those children receiving one to one support benefit tremendously from having appropriately trained and supportive staff in the club. There are care plans and up to date developmental records in place for those children identified with additional learning needs.

Staff promote children's play and learning in a positive way. Recreation activities such as outdoor play and art and craft activities are a favourite with the children. Staff understand the importance of a wide selection of play activities for children and talk to them regularly about the activities they need to plan, and the equipment they can use which may be new to them. For example, Christmas activities are revisited year on year because the children enjoy making the cakes, cards and candleholders so much. Children learn to use a glue gun whilst supervised, and experience traditional crafts such as 'cross stitch' to widen their skills and interests. Parents are very happy with the play and learning opportunities offered.

Environment

People running the setting make sure all areas are secure and measures are in place to minimise risk, and keep children and staff safe. Visitors to the setting are subject to a strict risk assessment and must wear a mask at all times. All staff wear facemasks indoors, and the door to the secure outdoor playground was open throughout the visit to ventilate the rooms used. A member of staff stood close to this door to attend to parents as they arrived and to question any unauthorised persons approaching the classroom. All outdoor facilities are within the secure school perimeter fence. Persons running this setting have identified any potential risks in these areas, and where possible have minimised them. There is a general fire evacuation procedure and fire safety assessment, which is produced in partnership with the school.

The premises are bright and welcoming. Children have space in which to relax in comfort or play. The open plan area is spacious and more suitable for craft activities and floor activities, which need plenty of space. At times when the risk of cross infection is greater, those running the setting have used the school hall so children can be cared for in 'bubbles' which helps to social distance children from other year groups. However, at the time of our visit, restrictions had been relaxed and children mixed freely with their peers in the classroom and open plan areas. The rooms are clean, well organised, maintained and decorated to a good standard. Areas are child friendly and attractively decorated with children's artwork. Resources are easy to find in a large storage cupboard in the classroom, or on display on shelving close to hand.

Those people running the setting provide children with a very good selection of play and learning resources. They are age appropriate and promote children's interest and curiosity. All toys are accessible meaning children can choose toys independently without assistance. There are plenty of tables and chairs, which allow a large number of children to join in with structured art and craft activities in the open plan area and to sit with friends to enjoy their snack. All equipment is well maintained and in good condition.

Leadership and Management

Persons running the setting have established systems in place to make sure the club runs smoothly, and meets the needs of a large number of children who attend the school. They have a range of policies and procedures available, which are shared with staff and parents. The statement of purpose provides sufficient information, so parents are able to make an informed decision about whether or not the service is suitable for their child. Those running the setting keep CIW informed of any changes to the setting and strive to be compliant with regulations. Daily records are of a good standard. Staff gather appropriate information on children as part of their admission process and ongoing reviews of their registration documentation.

There are systems in place to identify areas for improvement and those running the setting are consistently meeting requirements in relation to monitoring and reviewing their service. They complete documents as required for CIW, this includes an annual quality of care review in July 2021 where they consulted with parents, children and staff. Improvements have included the introduction of electronic payments to maintain social distancing between parents and staff, and providing children with cubbyholes in which to store their belongings safely. When children were cared for in bubbles, additional resources were bought, and outdoor play was enhanced and promoted to keep children safe.

Management of the setting is effective. To safeguard children there are up to date Disclosure and Barring Service (DBS) certificates, for all persons employed at the setting. We examined staff files for all recently appointed staff and found them to contain all required documentation. Staff recruitment is robust, includes a period of induction, and is followed up by a period of continued supervision and annual appraisal. Staff have access to training and have opportunities to obtain further qualifications. For example, all staff have attended an ‘Autism Awareness’ training session recently and a few have enrolled on a play work qualification. There are more than sufficient staff to care for the children well at all times. Partnerships with parents are good and well established.

Recommendations to meet with the National Minimum Standards

RI Persons running the setting must consider opening windows in preference to exterior doors, to provide ventilation throughout the sessions.

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	N/A

	inspection	

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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