Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Wepre Primary School Out of School Club

Wepre Primary School
Llwyni Drive
Connah's Quay
Deeside
CH5 4NE



Date Inspection Completed

22/01/2024

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About Wepre Primary School Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Stephen Davies
Registered places	58
Language of the service	English
Previous Care Inspectorate Wales inspection	18 September 2017
Is this a Flying Start service?	Click or tap here to enter text. 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.

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 and make appropriate choices and decisions about how they spend their time. They are happy and enjoy spending time at the setting. Children form positive friendships and enjoy their play experiences. They have access to a good range of resources to support their development.

Staff are caring and responsive to the needs of the children. They keep children safe and promote a healthy lifestyle. Interactions are positive and staff use praise and positive behaviour management strategies. Staff provide suitable resources and activities so children can develop and enjoy their play.

People who run the setting ensure they provide a suitable and safe space for children. The environment is child friendly and well maintained. The availability of different spaces indoors and outside gives children a range of experiences and opportunities. Resources are appropriate for the ages of the children and are of a good quality.

People who run the setting manage it well and have developed a dedicated team of staff. Self evaluation is conducted regularly so improvements are planned and made. Staff are managed well and supported in their roles. Good relationships with parents and the school are beneficial to the children.

Well-being — Good

Children communicate confidently knowing staff will listen and respond to them appropriately and with interest. They express their needs as they ask for resources so they can follow their interests. For example, children asked to have the ball to take outside so they could play football. Children decide how and where they spend their time. They freely move around the environment choosing to play indoors or outside.

Children have a sense of belonging and know the environment very well as they attend the school where the sessions are held. This helps them to feel relaxed and confident in their surroundings. Children arrived from school and settled well. They knew the routines and followed them enthusiastically. For example, children knew to line up to choose what snack they would like, and they knew when certain staff arrived, they could go outside. Children spoke to us to share their experiences. Those we spoke with said they enjoyed the club and especially playing alongside their friends.

Children of all ages attend the club and use the same space. They play together cooperatively, showing care and respect towards each other. The older children enjoy caring for the younger children and regularly support and help them. For example, helping them to put their coats on to go outside or supporting them to get resources they want. Children use the resources appropriately and help to tidy up when asked to do so.

Children were fully engaged in their play. They focused on their chosen activity for an appropriate length of time for their age and stage of development. For example, a group of children were doing a freely chosen craft activity and sat until they had completed it. Children showed excitement and enjoyment as they played outside. They laughed and shared their experiences with others as they played on the fixed play equipment. Children make friends and this supports them in their enjoyment during their play and learning. For example, two children were having a lot of fun following each other around the room in the dressing up clothes they had chosen to wear.

Children have a good range of activities and resources to choose from that supports their development. Items are stored appropriately so children can access them independently. The introduction of the labelled storage drawers allows children to look for items they want to use rather than relying on staff to get them for them. Children develop their physical skills as they play outside on the fixed play equipment and take part in ball games. They also have opportunities to be active inside as they used the soft matting to do some gymnastics.

Care and Development — Good

Staff understand their responsibility to keep children safe and implement the settings effective policies well. They have appropriate safeguarding training and know the procedure to follow should they have concerns about a child. A suitable number of staff have up to date first aid training so any injuries or illness can be dealt with appropriately. Accident and incident records are completed appropriately and signed by staff to show they have been shared. However, there was no outline of a body on the accident forms to clearly show where the injury was located. Regular fire drills are conducted so the children and staff are aware of the procedure to follow in an emergency.

Staff follow procedures to help prevent the spread of germs. They promote handwashing and keep the environment clean. Staff ensure children have regular opportunities to be active and get fresh air by allowing them access to outside. The snacks provided are nutritious so children can make appropriate choice. This helps to promote a healthy lifestyle.

Staff are caring and supportive to the children. They understand child development so they can provide appropriate support that is suitable for the children. Staff are consistent and positive in their approach to behaviour management. Any incidents of unwanted behaviour were dealt with quickly and appropriately with staff using appropriate language suitable for the age of the children involved. Staff interact well with the children. They get involved with children's play when it is appropriate to do so but understand children may want to play alone or with their friends. They sit at the children's level when they are interacting and talk about what they are doing. For example, a child and staff member were enjoying playing a game of pool together, celebrating when they potted a ball. Staff use praise to help children to feel pride and have a sense of achievement. For example, when a child made a Lego model, they shared their creation with other staff members to share their achievement, making the child feel very proud.

Staff know the children well as most also work in the school. This allows them to understand the children's individual needs and support their development. They provide suitable activities and resources to help children learn and develop. Staff support children's learning through their play. For example, looking at the shape they need for their construction model so they can find the right piece.

Environment — Good

People who run the setting ensure the environment is safe and suitable for children. Risk assessments are completed and updated regularly to ensure hazards are identified and managed appropriately. Routines ensure children are not put a risk. For example, visitors and parents are not able to enter the room unless authorised by a member of staff. The outdoor area is surrounded by secure fencing, so children are not able to leave unsupervised and no unauthorised access is possible.

The environment is kept clean and well maintained so it provides a child friendly environment for the children. The main hall used is spacious, so children have room to take part in a range of different activities. The availability of other indoor spaces ensures children have the room they need when they are not able to access outdoors. The outdoor space is inviting and gives children a range of opportunities and experiences. There is a grassed area and a yard which allows children to take part in different activities in most weathers. During the holiday club staff confirmed children also had access to the forest school on site to support them to learn about the world around them.

People who run the setting ensure they equip the environment with a range of suitable resources that are appropriate for the different ages of the children. For example, older children enjoyed playing pool and using the construction resources to build and younger children enjoyed the role play equipment and small world animals. The availability of bean bags allows children to have some quiet time or just sit with their friends to have a chat after a day in school. Resources are stored appropriately so they are kept clean and well maintained. Furniture is of a suitable size so children can be independent and comfortable. Facilities such as toilets are accessible so children can be independent.

Leadership and Management Good

People who run the setting manage it well and are committed to providing the best care possible. They are actively involved in the running of the setting, so they understand the care provided. The statement of purpose reflects the current care provided and provides parents with the information they need to decide if it is the right care for their child. Policies and procedures are up to date and dated to show they are reviewed regularly. All paperwork was organised, so information was easily accessible if needed. For example, children's registration documents were complete and clear evidence was included.

People who run the setting complete regular self-evaluations of the setting and produce an annual quality of care report. Views of parents, children and staff help to inform the report and allow people who run the setting to plan and make positive improvements. For example, it was identified that a lot of improvements could be made by the setting having their own space. This has been partially possible with the setting now being held in the school hall. Giving them more space, storage, and freedom to arrange the resources as they want to support the children's play.

People who run the setting have developed a good team of staff who work well together to ensure the club runs smoothly. The majority of staff have worked at the setting for a very long time showing they enjoy their role. Staff we spoke with said they were happy and evidenced they were dedicated and proud of their role in caring for the children. Staff files were generally complete; however, it was not always clear that information required on new staff had been collected as it was not kept in their staff file. Nearly all staff have opportunities to speak with the leaders formally through supervisions and appraisals or less formally during the sessions. However, most supervisions and appraisals were conducted as part of their roles in school rather than being specific to the setting.

People who run the setting and staff have a good relationship with parents. They share information about the child's day at school and at the setting at the end of the day. The setting has a very close relationship with the school as it is held within the same building. This allows resources and facilities to be shared and gives children continuity of care.

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
	Regulation 8(a) of the Child Minding and Day Care (Wales) Regulations 2010; the person in charge is not suitable unless they have a Disclosure and Barring Service (DBS) certificate which has been countersigned by Welsh Ministers.	Achieved

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
	Regulation 28 (2) (b) (ii) The registered person must ensure all staff have a full employment history and two full and satisfactory references in staff files.	Achieved
	Regulation 31 The registered person must ensure CCSIW are notified of any significant events, including a change in the person in charge's name due to marriage.	Achieved

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)
	No NMS Recommendations were identified at this inspection

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 ensure new staff have all the information in their staff file prior to starting at the setting.
To conduct supervisions and appraisals specific to the setting and not just complete them as part of the school.
To include an outline of the body on accident forms so the location of the injury can be recorded.

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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