Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Childcare Inspection Report on

Young Owls Out of School Club, Wat`s Dyke Mynydd Isa

Ysgol Mynydd Isa
Mynydd Isa
Mold
CH7 6UL



Date Inspection Completed

27/06/2019

Welsh Government © Crown copyright 2019.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

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

Description of the service

Young Owls Out of School Club operates in the infants department of Ysgol Mynydd Isa, Mold. The registered person is Richard Collett. The service is open Monday to Friday from 08.00 - 08.50 for breakfast club and 15.00 – 18.00 after school, during term time only. The service is registered to care for up to 56 children under twelve years and currently has children aged four to eight years attending.

English is the main language used. This is a service that does not provide an 'Active Offer' of the Welsh language, although Welsh is promoted extensively as a second language.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children's well-being is a priority at this setting. Children make decisions about their play and are listened to, especially when they ask for help or reassurance. Activities are planned weekly and include ideas from the children. Children interact positively and are respectful towards others. Staff are caring and responsive to the needs of the children. The environment is positively child centred, and gives children a sense of belonging. It is safe and resources are of a good quality. Leaders manage their service well. They ensure self-evaluation is effective and relevant, so it benefits the children. Staff are very familiar with the children's needs and preferences. Positive partnerships are developed with parents and the school.

2. Improvements

New resources have been purchased to enhance children's opportunities. These include pop up tents and construction sets. The registered person renewed their disclosure and barring service check during the inspection.

3. Requirements and recommendations

We made two recommendations relating to leadership and management. These are listed in section 5 of this report.

1. Well-being Good

Summary

Children have a voice and their opinions, ideas and thoughts are listened to. However because of their young age children are often guided to do what is best by those caring for them, so as to keep them as safe as possible. Children are settled, enjoy attending and are happy in the care of consistent staff they are familiar with. Children interact very well and respect each other, behaviour therefore is very good. They enjoy their free play experiences indoors and outdoors, and structured activities they help to plan weekly.

Our findings

Children had a voice but in some ways were restricted to ensure their safety. For example, children's choices were dependent on the deployment of staff as the number of children permitted to play football, build dens and obstacle courses with large junk items was appropriately limited. The remaining children could access a variety of play areas set up for them in another lower playground. Children occasionally had to wait to join in with activities so staffing ratios could be maintained. We discussed with the registered person how this impacts on children's choice. Children understood the reasons for having to wait and this did not deter them from having a good time.

Children were asked about their interests and ideas. These were then considered as part of the planning of weekly activities and special events. For example, children had recently decided to make bookmarks. Children's views were considered as part of the self-evaluation process and these were used to make improvements, for example buying additional resources such as pop up tents and construction sets.

Children were happy and safe in their surroundings as they were familiar with the environment and were cared for by consistent staff who they had formed positive relationships with.

Children knew and understood the rules of the service. This was evident as all the children behaved appropriately and followed the routines without having to be reminded by staff. For example, children kept within designated areas where they were supervised and informed staff when they wished to leave an area. Children took care when playing football and running around.

Children were keen to take part in the outdoor activities. They moved around the different areas, having a range of experiences. They were able to focus for a suitable length of time for their age and stage of development. For example, they played tennis, used hoops, built dens and searched for bugs in the planters. Photographs also showed children enjoying a range of interesting activities including craft activities.

Children could be independent as they had access to the resources and facilities they needed indoors and outdoors. Items were stored at an appropriate height so they could be

reached by all children. Toilets were close by so they could be used independently by children whilst being under the watchful eye of supervisors. Children were encouraged to select their own snack from a container and open their milk cartons.

2. Care and Development Good

Summary

Staff implement and follow effective policies and procedures to ensure children are safe and healthy. They manage interactions positively and are good role models. Staff plan interesting and appropriate activities and allow children to engage in play that interests them, freely, using a wide range of age appropriate resources.

Our findings

Staff had completed training on safeguarding which ensured they knew the correct procedure to follow if they had concerns about a child. They had up to date paediatric first aid certificates, which allowed them to correctly deal with minor incidents and accidents. Accidents and incidents were recorded appropriately and signed by staff. Regular fire drills and reverse drills were completed which ensured staff and children were familiar with the procedure to follow should they need to evacuate the premises quickly, or return to the indoors as was the case when a dog roamed onto the school field recently. Registers were kept of children who were in attendance and these showed arrival and departure times. Parents were asked to sign their children out when leaving the premises. This allowed all children to be accounted for in an emergency.

Staff ensured children's health was promoted and were fully aware of the Welsh Government's Food & Nutrition Guidelines. They provided healthy snack choices including a range of fruits and vegetables. Staff ensured children had access to drinking water so they kept hydrated. Staff planned and gave children opportunities to be active and get fresh air as evidence showed they were outdoors during most sessions.

Staff managed interactions effectively and were positive role models for the children. They supported and modelled politeness and ensured children were listened to with interest and their thoughts and ideas were respected. It was clear that staff had shared their expectations and the routines of the service as children knew what and where they could go and we saw no incidents of unwanted behaviour.

Staff planned a wide range of suitable and interesting activities for the children. Planning was completed with input from the children, which ensured their interests were considered. Staff encouraged and supported children to be independent. For example, children were provided with outdoor equipment which was stored in an area that children could access so they could choose what they wanted.

3. Environment Good

Summary

Leaders and practitioners provide children with a stimulating, suitable and safe environment in which they can play and be active. The environment is truly child centred and welcoming and gives children a sense of belonging. Resources are of a good quality and suitable for meeting the needs and interests of the children.

Our findings

Leaders made sure all areas used by the children were safe as they formed part of the school premises. Regular risk assessments were completed on the environment and any hazards identified were either eliminated or managed well. Access to the service was secure as it was through the main school reception. A bell specific to the club had been installed and staff made their way to the main entrance when it rang.

The environment was suitable for the children to use for their play. The main hall was used as a designated base room, with additional areas for use by children attending the service only. This allowed it to be set up appropriately and gave the children a sense of belonging as only their work and items relevant to the service were displayed in this area. The outdoor space provided children with room to be active and take part in physical activities. They could use the school playground as well as the large field. During most of the session children had access to the outdoor environment, evidencing that it was effectively utilised.

Leaders ensured children had access to a good variety of age appropriate resources. These included a range of junk construction items such as tyres, plastic containers and wooden planks. All indoor and outdoor resources were stored effectively in labelled containers. This ensured they were able to be easily accessed by children, and were kept clean and well maintained.

4. Leadership and Management Good

Summary

Leaders manage their service well. They have a clear vision and understanding of the care they offer and this is shared effectively with others. Self-evaluation is embedded in practice and is a particular strength of the service. Leaders consider views of others and use these to make improvements that benefit the children. Leaders manage staff well and ensure they know their roles and responsibilities. Positive partnerships are developed with parents and the school, which allows information, resources and facilities to be shared.

Our findings

Leaders were effective in their management of their service. They had a good understanding and a clear vision of their service that they shared effectively with others through an informative statement of purpose. All policies and procedures were implemented effectively and updated when required so they reflected current practice. Leaders were fully aware of their responsibility to ensure regulations were met. The registered person and person in charge, need more robust systems in place to monitor when disclosure and barring service checks expire, and renew them through Care Inspectorate Wales (CIW) when required and not through the Local Authority. Children's records were complete and all paperwork was well organised, which made it easy to navigate and access. We recommended a deputy person in charge was nominated to take the lead when the person in charge is not on site.

Self-evaluation was a particular strength as it was embedded in practice and was an ongoing process. Leaders consistently evaluated their service, the care provided, activities and routines, to ensure they were suitable and effective for the children. Leaders kept notes and ideas about what had gone well and improvements that could be made throughout the year. These and the views they collected from children, staff and parents formed the basis for the quality of care report. Photographs of activities children had taken part in and work they had completed throughout the year, as well as plans for future activities and topics, were displayed. Leaders gathered ideas from children on resources they would like to have access to and, if possible, these were also included in future plans.

Leaders generally managed staff well. Files we inspected contained the information required. All staff were suitably qualified and experienced to care for children and most had been in the role for a long time and worked in the school. This and discussions with the staff evidenced that they enjoyed working at the service and felt supported. Staff received annual appraisals and had opportunities to speak to leaders. Supervision was carried out by the lead supervisor who was managed by the person in charge. Leaders had developed a good team of staff who worked well together. They all knew and understood their roles and responsibilities, which helped the service to run smoothly.

Positive relationships had been developed with parents. Staff and leaders were available when parents collected their child, which allowed information to be shared. A notice board allowed leaders to share information and specific dates and events with parents. A leaflet giving a basic overview of the service was given to parents and leaders ensured they were available during some of the school's open days so they could talk with parents and children about the service and care they offered. Leaders had a close link with the school as they and some of the staff worked with the children during school time. This ensured there was a smooth transition from school to the service and also allowed information, resources and facilities to be shared.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations:

- Leaders must nominate a deputy person in charge, their details must be included in the statement of purpose, and

- Children should be allowed freedom to move between areas outdoors, or remain indoors as a matter of choice. The effective deployment of staff will facilitate this.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 25 June 2019 from 15:00 to 17:15. On 27 June 2019 we returned to examine documentation between 15:30 and 17:00 and on 1 July 2019 from 15:30 to 17:00 to feedback to the person in charge at the Junior School site, in the absence of the registered person.

We:

- inspected risk assessments, policies and procedures, registers, two staff files and six children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, the registered person via telephone calls only, the person in charge and lead supervisor and three parents collecting their children;
- inspected areas used by the children, and
- gave feedback to the person in charge.

Further information about what we do can be found on our website: www.careinspectorate.wales

7. About the service

Type of care provided	**Children's Day Care** **Out of School Care**
Registered Person	**Richard Collett**
Registered maximum number of places	**56**
Age range of children	**Under 12 years of age**
Opening hours	**8:00 – 8:50 and 15:20 – 18:00 Monday to Friday, term time only.**
Operating Language of the service	**English**
Date of previous Care Inspectorate Wales inspection	**8 March 2016**
Dates of this inspection visit(s)	**25 June 2019** **27 June 2019** **1 July 2019**
Is this a Flying Start service?	**No**
Is early years education for three and four year olds provided at the 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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'**
Additional Information: Ysgol Mynydd Isa has amalgamated recently. Both the infant and junior departments have an out of school club. Both clubs have the same registered person who is responsible for nominating a person in charge at each setting to manage the day to day running of the service and care of the children.	

Date Published 10/10/2019