Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ven. Edward Morgan Out of School Club

R.C. Primary School
Caernarvon Close
Shotton
CH5 1AS



Date Inspection Completed

13/03/2023

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About Ven. Edward Morgan Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Rebecca Langley John Cawley
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a re registration
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	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 are happy, settled and enjoy their time at the setting. They are keen to make decisions about their play and what activities they take part in. They are listened to and what they have to say is respected. Children feel safe and confidently play alongside each other. They interact well, following simple rules. Children show interest in what they are doing, are keen to be independent and have opportunities to develop different skills.

Staff have positive relationships with children; they speak with them in a kind and calm way and provide comfort and reassurance when children need it. Staff understand their role in keeping children safe and healthy. They are caring and treat children with respect. They know the children well and ensure their interests and ideas are considered.

Most toys and resources are stored within easy reach so children can access them independently. Although the room is small, people who run the setting have arranged areas, to provide children with a good range of activities. The provision includes a variety of opportunities for children to play where they have use of the school outdoor areas.

People who run the setting are committed and understand their responsibilities in running the service. They make improvements to ensure the service is flexible and meets children's and their families' needs. People who run the setting ensure staff receive regular training and support to carry out their roles effectively. They share information with parents and there are good partnerships with the school with whom the setting shares some resources and outdoor spaces.

Well-being Good

Children like to make decisions and choose how they spend their time, such as on the Wii. They move around the available activities and space and follow their own interests. They are happy to chat to staff and involve them in their Mother's Day craft. They are encouraged to decide for themselves what activities to take part in and how to complete tasks. They ask staff for more glitter and choose from the resources available.

Children have a sense of security as they are familiar with the routine. Children feel comfortable asking staff for reassurance or help with their craft. They chat together, sharing smiles and laughter discussing how their family will like the cards they are making.

Children listen well and are happy to help with tasks such as tidying up, working together to put items away from the craft table. They happily sweep up sand which has spilt. Children make friendships and play well with each other, sharing and taking turns, for example with the glue.

Children enjoy their play and taking part in activities. They concentrate well on tasks such as playing with cars in a garage. They show interest in what they are doing and proudly show parents when they arrive to collect them. Several children want to stay to finish what they are doing but staff reassure them they will be able to continue the next day. They make up imaginary games and children admire what their friends are doing and are keen for others to see what they are doing too, saying 'Look at my card.'

Children are developing well and feel at ease with the daily routine. They play together and have a real sense of humour. They laugh when someone says something funny. Children are developing a range of skills. They like doing things for themselves as they are supported by staff, for example, helping to decide what to put on their cards. They choose what to do and help themselves to resources. Children are building a range of skills and developing language through lots of conversations with staff and each other.

Care and Development Good

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. Staff have completed paediatric first aid training and record any accidents or incidents appropriately and ensure these records are signed by parents. Staff plan fire drills ensuring children and staff know how to exit the premises quickly and safely in an emergency. Staff promote healthy eating by providing healthy snacks, such as fruit. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures. Staff told us children spend plenty of time outdoors.

Staff are engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem. Staff encourage the children with plenty of praise for even small achievements. They reminded them of simple rules such as being careful with the sand. Staff know when to stand back and give the children space to do things for themselves. They are good role models as they interact well, make time for, and talk with children, valuing what they say.

Staff work well together to meet individual children's needs effectively. They know the children's likes and dislikes and suggest and encourage them to develop their skills, for example pouring and measuring sand. Staff gather information about the children before they begin attending, helping them to plan for their needs. Staff and children are happy in each other's company and share plenty of smiles with each other throughout the session. They engage well with the children; for example, they talk to them about their homes and families and what they have done during the school day.

Environment — Good

People running the setting make sure the environment is secure and no one can gain access without authorisation. For example, doors are locked, our identity was checked, and we were asked to follow the school system. People running the setting ensure the safety of the children and staff follow procedures to keep children safe.

The base room used by children is welcoming. People who run the setting have arranged the small room well, providing children with a range of activities and a cosy place to play on the computer or just relax. Many toys and games are stored at low level so children can access them independently. Outdoors offers different opportunities for children to freely explore because the setting shares outdoor space and equipment with the school. There are plenty of interesting areas and learning opportunities such as in the forest school, yard, and field as well as an atrium which the children can fully access from their club room.

The environment is well equipped with a range of toys and resources appropriate for the children which are easily accessible and in good condition. People running the setting provide suitable items both natural, manmade and recycled such as tyres ensuring children can follow their interests. There are comfortable mats to play with cars where they can be imaginative, and an area set out for sand. Different craft materials, enable children to be creative. The people running the setting raise children's awareness about the world around them and learn about their wider society through toys and games.

Leadership and Management — Good

People who run the setting manage it well, are flexible and ensure staff are aware of their responsibilities. The statement of purpose contains a good level of information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs. The policies and procedures for the service, currently being updated, are followed appropriately, making sure the setting has a safe and inclusive atmosphere for all.

People who run the setting are keen to ensure they are developing and improving the service they offer and seek feedback from parents and children. Listening to the children as well as talking to them ensures they know which activities the children prefer. The setting has addressed areas of non-compliance, identified at the previous inspection. Following this inspection, we received written confirmation that several changes have been made to the documentation such as streamlining the registers, which addressed the recommendations. This evidences how quickly people who run the setting act to improve the provision for the children.

People who run the setting ensure staff receive training and support to carry out their roles effectively. All staff members have a current Disclosure and Barring Service (DBS) check, and staff files are in place. Staff are happy and know who to contact should they need support. The staff work well together each knowing their roles and responsibilities and take the initiative to guide children appropriately. Staff enjoy working at the service and feel happy and well supported. Annual appraisals are underway which identify training staff would like to do, such as Makaton.

People who run the setting share information with parents well. A notice board inside the room displays relevant information for parents about the setting such as child protection, staff certificates and other details which are useful. Parents arrive happily, keen to know what their children are doing. This support is positive and contributes to the well-being of the children. Information is gathered from parents, which details children's specific needs, and preferences so staff can provide appropriate care. Parent feedback is complimentary of the care their children receive with positive interactions with staff. There are very good relationships with the school with whom the setting shares resources and outdoor spaces.

Recommendations to meet with the National Minimum Standards

None.

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 inspection	N/A
29	The registered person must ensure that all employees who look after relevant children receive appropriate training, supervision and appraisal. The registered person must provide CSSIW with evidence to show staff receive supervisions and appraisals.	Achieved
16 (2) (b) [i]	The registered person must ensure that self evaluation of the service includes the views of relevant children, parents and staff on the quality of care provided, as part of any review undertaken. The registered person must provide CSSIW with evidence to show the views of children, staff and parents have been collected and considered when completing their annual quality of care review.	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

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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