Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Childcare Inspection Report on

Acorns Out of School Club Mynydd Isa

Mynydd Isa Junior School
Chambers Lane
Bryn - Y- Baal
Mold
CH7 6SJ



Date Inspection Completed

29/04/2019

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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

Acorns out of school club operates from within Mynydd Isa Junior School, Mold. The registered persons are Richard Collette and Chelsea Artell, who is also the person in charge. The service is open Monday to Friday from 8.00 - 8.50 for breakfast club and 15.20 – 18.00 for after school club, term time only. The service is registered to care for up to 56 children aged between 7 and 11 years

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children's well being is always considered and they have a strong voice, which is always listened to when planning opportunities and experiences for them to take part in. Children interact positively, learning to be well mannered, polite and respectful. Staff are caring and responsive to the needs of the children. They plan exciting activities that inspire the children to want to take part. The environment is child centred and gives children a sense of belonging. It is safe and resources are of a good quality. Leaders manage their service well and they ensure self evaluation is effective and relevant, so it benefits the children. Staff are managed relatively well and positive partnerships are developed with parents and the school.

2. Improvements

Since the last inspection leaders have ensured risk assessments are dated to show they are reviewed regularly and new resources have been purchased to enhance children's opportunities. These include board games and a new TV.

3. Requirements and recommendations

We made recommendations relating to leadership and management.

1. Well-being

Good

Summary

Children have a strong voice and their opinions, ideas and thoughts are listened to and considered during planning, self evaluation and generally throughout the sessions. Children are settled, enjoy attending and are happy in the care of consistent staff. Children interact well and respect each other. They enjoy their experiences and the free play and planned opportunities provided for them.

Our findings

Children had a strong voice and their opinions were sought and influenced the opportunities and resources available. Children were given choices and consulted over their time and experiences at the service. They were able to decide if they wanted to play inside or outdoors and what activities they wanted to take part in. Children were asked about their interests and ideas and these were then considered during the planning of future topics and activities. This was evident on the planning records as there was a section entitled, ‘how was the activity chosen?’. Some of these plans said that the activity had been decided upon because, the idea was given to them by the children. Children’s views were considered as part of the self evaluation process and these were used to make improvements or they influenced aspects of the children’s care and experiences. For example, children had completed a survey on what foods they would like for tea and what their favourite fruits were. This was then used by staff when creating the menus.

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 were confident to move about the different areas and very proud of their service, some were keen to talk to us and show us around. They were telling us about the different areas, where they could play and the activities they could take part in. They were also very excited to show us work they had completed that was on display, showing they felt valued and that their achievements were celebrated. We spoke to a group of children who said they really enjoyed, or even loved it, at the club.

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, after everyone had arrived in the canteen area, the children were told which rooms were available for them to play in. They stacked their chairs safely and went to their respective chosen rooms or went outside to play. Children knew they only had a certain time on the electronic games, tablet or television and they accepted when they were asked to let others have a go by staff. Children were polite, asking questions such as, “can I use the tablet please?” or “can I go on the Wii next please?” and saying please and thank you during tea time. Children of all age ranges interacted and played together well. For

example, during tea time there were children of varying ages sitting together at the table, chatting about their day at school and the recent Easter holidays.

Children were keen to take part in an activity. They actively 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 sat and played card games, following the rules, taking turns and enjoying finishing the game to see who won. Photographs also showed children enjoying a range of interesting activities including, craft activities related to a jungle and flower topic they had completed recently.

Children could be independent as they had access to the resources and facilities they needed. Items were stored at an appropriate height and toilets were close by so they could be used independently. Children were encouraged to serve their own snack and pour their own drinks.

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, teaching politeness and respect. Staff plan interesting and appropriate activities and the children's ideas and interests are collected and considered.

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, which allowed them to correctly deal with minor incidents and accidents. Accidents and incidents were recorded appropriately and signed by staff. Regular fire drills were completed which ensured staff and children were familiar with the procedure to follow should they need to evacuate the premises quickly. Registers were kept of children who were in attendance and these showed arrival and departure times. This allowed all children to be accounted for in an emergency. We noted staff responsible for caring for the children were not recorded on these registers but on a separate register that was not as easily accessible.

Staff ensured children's health was promoted. 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 they were able to access the outdoor area during most of the session.

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. Planning documents showed that activities were reviewed after completion, which allowed staff to reflect on how well it went and to decide if changes were needed or if they should repeat the activity in the future. For example, staff had planned a topic around the summer Olympics a few years ago. It was so successful they had recently completed a similar activity related to the winter Olympics. Children had decided on the games to be included and they were put into teams to compete. Photographs and discussions with children evidenced their enjoyment of taking part in these games. Staff encouraged and supported children to be independent. For example, children were provided with the equipment

needed to butter their bread for tea and the outdoor equipment was stored in an area that children could access so they could choose what they wanted.

3. Environment

Good

Summary

Leaders provide children with a suitable and safe environment in which they can play and be active. The environment is 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. Regular risk assessments were completed on the environment and any hazards identified were either eliminated or managed well. For example, it had been noted that it was not suitable to have kept closed. Therefore, it was now a procedure for staff to ensure it was safely propped open before the children arrived. Access to the service was secure as it was through the main school reception. There was a separate door specifically used by parents collecting their child after school was closed. This was kept locked and parents had to ring a bell and were let in by staff.

The environment was suitable for the children to use for their play. The main room used was designated 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. Other areas were used by the children including a canteen for snacks, the hall to provide extra space when required and a small room that was used for craft activities. 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 is effectively utilised.

Leaders ensured children had access to a good variety of age appropriate resources. These included a range of construction toys, electronic games and craft materials. Board games available also included some that had been designed and made by the children. This gave them an extra interest and excitement when playing them. 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. Some improvements could be made to supervisions and where some information is stored. 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 the 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 and they consistently met or exceed minimum standards. Children's records were complete and all paperwork was well organised, which made it easy to navigate and access.

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. Leaders had created a display to evidence the self evaluation process. Photos 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 manage staff well. Files we inspected contained most of the information required. We noted the newest member of staff did not have references in their file but these were kept as part of their role in the school. All staff were suitably qualified and experienced to care for children and most had been in the role for a long time. 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. However, the supervision process was very informal and no records were kept. 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 in the entrance 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 schools 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;

- to record staff on the registers alongside the children. This will ensure it is clear which staff are caring for children at any one time and that everyone can be accounted for in an emergency;
- to have a more formal way of conducting and recording staff supervisions, and
- ensure copies of references are available in staff files relating to the service rather than keeping them as part of their role within the school.

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 30 April 2019 from 15:30 to 18:00.

We:

- inspected, risk assessments, policies and procedures, registers, three staff files and five 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, one of the registered persons and one parent;
- inspected areas used by the children, and
- gave feedback to one of the registered persons on the day.

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 Persons	**Chelsea Artell** **Richard Collett**
Person in charge	**Chelsea Artell**
Registered maximum number of places	**56**
Age range of children	**7 – 11 years**
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	**23 February 2016**
Dates of this inspection visit(s)	**29 April 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:	

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