Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

HCC @ Ysgol Maes Glas

Ysgol Maes Glas
Fulbrooke
Greenfield
Holywell
CH8 7JW



Date Inspection Completed

20/11/2024

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About HCC @ Ysgol Maes Glas

Type of care provided	Children's Day Care Out of School Care
Registered Person	Debra Ratcliffe
Registered places	56
Language of the service	English
Previous Care Inspectorate Wales inspection	20 June 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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, content and express enjoyment. They are confident communicators and have a strong voice at the after-school club. Interactions and co-operation between children and staff are positive. Children are enthusiastic and interested in their play.

Staff have a good understanding of their responsibilities to protect children, with thorough training and policies in place. They positively interact and engage with children and know them very well, having looked after some children for many years. Staff provide a suitable range of play activities.

Leaders have a range of policies and practices in place. Overall, they ensure the environment is suitably safe, secure, and well maintained. However, not all safety certificates were readily available at the inspection. The setting is equipped with a suitable range of resources and activities.

Leadership and management of the service is mostly effective. There are procedures in place for self-evaluation of the service. Staff feel well supported by one another and the leader. There is a long-standing staff team, who promote consistent care. Parents and children are happy with the service provided.

Well-being — Good

Children are confident communicators as their wants and needs are considered. They confidently ask for playdough and action toys from the cupboard and request pegs to build dens. Their opinions and interests are acted upon. Older children ask staff to join in with them when playing a game, introducing a competitive tournament for all involved. Children talk confidently and tell us they enjoy attending the after-school club. They have free choice of activities and choose what interests them.

Children feel safe and happy. They are content, expressing enthusiasm and enjoyment. Children have a strong sense of belonging and have developed clear friendships. Many children of varying ages engage well with one another. We saw children interact successfully, smiling and laughing with their friends and staff. Two children proudly give 'high five's' to one another during their play. All children are very familiar with routines. For example, at snack, and home time.

Interactions and co-operation between children and staff are positive. We saw children engage cooperatively when building and creating dens together, whilst others were creative with art resources and play board games. One child confidently asked a friend *"Can you make me one?"* when creating artwork. Children talk about the recent snow fall and excitedly express their different experiences together.

Children are enthusiastic and interested in their play. They have a range of opportunities. Children take lead in their play with support from adults, as needed. They are encouraged to take part in activities which result in a feeling of achievement. For example, when a child created a paper aeroplane, they were praised for their efforts. Children have freedom to choose when they want to relax and rest.

Children independently choose activities and resources from the selection available or can request more from the storage area. They take responsibility for their own belongings, such as their coats and bags. Children are encouraged to use the bathroom independently, whilst being supervised by staff. They are developing some independence skills. However, this could be further promoted, particularly during snack time.

Care and Development Good

Staff understand and implement policies and procedures to keep children safe. They have a good grasp of their responsibilities to protect children, appropriately answering safeguarding scenarios. Staff have current food hygiene, paediatric first aid and most have group C safeguarding training. They are aware of individual children's information and arrangements are in place for those with allergies and dietary needs. Accident and medication forms are complete. Staff and children access toilet facilities and wash hands prior to meals. A healthy fruit and bread-based snack is provided to children towards the middle of the session. Effective cleaning practices are in place, including regular sanitising of tables, staff wear gloves when preparing and serving snacks.

Staff understand the behaviour management policy and implement positive behaviour management strategies. Staff use positive reinforcement with children. We heard them say, *"Well done",* and *"Good boy/girl"* regularly. Staff remind children to use their manners and prompts such as*, "what's the magic word?*" when encouraging them to say please and thank you. They appropriately explain to children about unwanted behaviours. For example, we heard staff remind children about rules and looking after toys and equipment. They encourage children to share and involve one another in their play. Staff positively interact and engage with children. They are consistently responsive and demonstrate warmth and kindness. Staff clearly know the children very well. Many children have been cared for by staff for numerous years. One staff member commented to a child *"You are getting very good with your letters today, and your numbers and Welsh".* Recognising children's achievements and developments. They regularly 'check in' with the children and ask if they are 'ok'.

Staff provide a suitable range of play activities for the ages of children attending. These include, creative, mathematical, imaginative, and board games. Staff interact and engage with children during their play. There is basic planning in place, following children's ideas, interests and upcoming events or celebrations. Very little Welsh was spoken by staff or by children.

Environment — Good

Leaders have suitable policies and practices in place. Overall, they ensure the environment is suitably safe, secure, and well maintained. Some risk assessments are in place and regularly undergo review. However, not all areas of the setting or activities are appropriately risk assessed. A daily risk assessment check list is complete and promotes effective cleaning systems. The service is clean and well maintained. A secure entry system is in place, with a buzzer on the main entrance and a doorbell system for collection of children. An electronic signing in and out system is in place for visitors, as well as a written record. The local authority maintains and services the boiler and firefighting equipment. However, records were not readily available at the time of inspection. Regular fire drills are conducted so everyone is aware of what to do in an emergency.

Leaders ensure the environment has spacious indoor play space for children to move freely and explore. For example, children can use a range of areas including tabletop, or floor space to develop their play. They ensure the environment meets the children's needs. Toilets are accessible though the hallway from the main play space. Staff monitor and supervise children entering and leaving the hall to ensure their safety whilst using the toilets on an individual basis. During our visit, the outside area was not being used due to extreme weather conditions, this is generally the case during the wintertime, due to the lack of light. People in charge confirm the outside play space is used daily in warmer, lighter weather.

Leaders organise the environment, so it provides a suitable range of play opportunities for the age ranges cared for. Children can access toys and resources which are provided to them. They can ask for anything which is kept in the main storage cupboard. The premises are bright, welcoming, and accessible. Leaders ensure the environment is equipped with a range of quality age-appropriate furniture, toys and resources which stimulate children's interest and imagination.

Leadership and Management — Good

Leaders and people in charge promote an organised and overall, well-run service. Largely, they understand their responsibility to comply with the National Minimum Standards and Regulations. Nearly all mandatory records are complete and accurate. There are appropriate policies and procedures in place, which undergo regular review. Some of which have been updated to reflect changes in legislation following our visit. An up-to-date statement of purpose, reflective of the current provision has been provided to CIW after the inspection. Leaders generally keep CIW up to date with any significant events at the setting, including staff changes.

There are strong procedures in place for the self-evaluation of the service. They have a clear vision, which they share with others. The quality-of-care review reflects on what works well and areas for development. For example, it highlights their drive to get all staff completing their play work qualification. Children and parental comments are not included within the review. Staff confirm, they regularly seek the views of children at the setting and act upon their wishes. For example, children recently requested different snacks, such as pancakes, which are now provided.

Leaders implement robust recruitment procedures, which ensures staff are suitable to work with children. All staff have Disclosure and Barring Service checks. Most staff have appropriate childcare qualifications and are in the process or due to complete the play work qualification soon. They receive thorough training via an online system and keep up to date with mandatory training. Staff work extremely well as a team to support each other and promote children's play. Leaders value their committed and long-standing staff team. Regular formal and informal meetings are undertaken. Consistent supervisions and annual appraisals take place. Staff told us they feel well supported by the responsible person and the staff team.

Leaders confirm they have good partnerships with the onsite school, as well as others within the local area. They work with professionals, such as the local authority. A brief verbal handover is provided to parents on collection at the end of the day. The use of an interactive app allows for effective communication between the setting and parents. As part of the inspection process, we gained the views of parents and children, they told us they are happy with the service. Including comments such as *"My child loves attending this after school club and is very happy and settled there. Upon collection the staff are always very friendly and give you an update on what your child has been doing that day".*

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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)
Standard 22 - Environment	Keep environmental records, such as boiler certificates, readily available.
Standard 22 - Environment	Develop risk assessments to be more thorough.
Standard 13 (Day Care) - Suitable Person	Ensure staff undertake and complete the play work qualification in a timely manner.

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)
Develop children's independence at snack time.

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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