



Childcare Inspection Report on

St Aubin Romilly Park Out of School Club

**The Lodge
Romilly Park
Barry
CF62 6RN**



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Description of the service

St Aubin Romilly Park Out of School Club is located in a single storey, self contained building within Romilly Park in Barry, Vale of Glamorgan. St Aubin Nurseries Limited is registered to provide the service. Susan Shepherd-Evans has been nominated as the Responsible Individual on behalf of the limited company, and Toni Reddi is the Person in Charge on a day to day basis. A child care manager also supports the service and the Person in Charge. The service is registered to care for up to 40 children. This service is one of a group of child care services operated by the limited company and has been registered since May 2005. The service operates outside of school hours in term time and offers care for full days during the school holidays. The service is offered through the English language with the inclusion of the Welsh language.

Summary of our findings

1. Overall assessment

Children are cared for in a very high quality environment which is very well suited to out of school care, where an excellent range of resources have been well thought out by staff to ensure they meet the needs of the children. Children have a very strong voice in this service and they are cared for by a staff team who respect the children, their views and their choices. Children benefit from skilled and experienced staff who are committed to making a positive difference to children's experiences and with whom children have formed very warm relationships. Sound and pro-active leadership and management of the service supports this and ensures a reliable, very high quality service for children and parents.

2. Improvements

'Worry boxes' have been introduced where children can write to staff if they want to talk about personal worries, friendships, home life etc. The service has achieved the Gold 'Plus' Healthy Snack Award and has continued to review the nutritional balance of the menus as part of this.

3. Requirements and recommendations

We found the service to be compliant with the regulations, and have made just one recommendation, which relates to the environment.

1. Well-being

Summary

Children benefit from an excellent play, leisure and care environment in which they have formed secure relationships with staff and positive friendships with other children, and this contributes significantly to their well-being. All children in this service are able to engage in activities of their choosing and are free to develop that play in collaboration with their peers. They are listened to well and their views are taken into account.

Our findings

1.1 To what extent do children have a voice?

Children are able to make meaningful choices and decisions and they have many opportunities to speak and express themselves. All children are able to move freely between the activities available to them. Children have access to four play rooms which they are able to move freely between, allowing them to follow their own interests through the day. The activities available to the children are planned by staff based on consultation with the children. The Person in Charge explained to us that children's views are sought each holiday for the activities of the next holiday, and children we spoke to confirmed this. We saw that the planning and the activities available during our visits were very strongly linked to the records of discussions staff had had with the children. Activities are also provided in response to what children ask for on the day. A trip to the beach had been planned on the day of our visit. We saw staff ask all children if they wished to go but none expressed an interest, preferring to stay with the activities available at the club house. A group of children had been playing football, and so when it was decided to not go to the beach, they asked if they could go to the park instead to have more space to play football, and staff facilitated this happily. We went with the children to the park and they enjoyed themselves. During our term time visit, we saw that staff were very conscious to give children free choice over their activities, recognising that they had had a long day in school and needed the freedom to choose depending on how they were feeling.

Children have a very strong voice in this service and this allows them to have good influence over their experiences and guide their own play.

1.2 To what extent do children feel safe, happy and valued?

Children are secure, comfortable, happy and relaxed in the care of staff with whom they have developed very warm relationships. We saw all children engage in their play very happily and enthusiastically. Children have clearly developed strong bonds of affection with the staff and they benefit from a stable and well established staff group. A child we spoke to described the staff as very kind. Staff are polite and respectful to

the children and the children are happy to approach staff for assistance. We also saw that they were keen to interact with staff and include them in their play. Many children have attended the service for many years and expressed to us that they feel a real sense of belonging at the service. They also told us how much they enjoy their time at the service and how much they look forward to attending. During one of our visits, it was a child's last day. The child became upset when their parent arrived earlier than planned to collect them and the parent allowed them to stay on longer to make the most of their last day at the service. The children are happy and they smile and laugh whilst they are playing.

Children in this service are well settled, very happy and confident. They are forming friendships and feel valued.

1.3 How well do children interact?

Children are able to co-operate, take turns and share. Children interact well together and almost all children are well-behaved throughout. They are respectful to each other, staff and the environment. We saw children negotiate their play well, playing co-operatively and taking turns. On a trip to the park, the group wanted to play football, go on the play equipment and use the play 'gym' equipment. Staff asked them to choose which to do first as a group and with a little discussion, they picked the play equipment first. Children are developing their understanding of the impact they have on others and most of the children were considerate of one another when playing. When playing physical games, such as football, we saw the older children be mindful of the younger children and not play too roughly, with some reminders from staff. We observed no issues of unwanted behaviour except for small occurrences which were to be expected for the age of children, and which were dealt with effectively with gentle reminders from staff.

Children are developing their skills as part of a group, and are working on becoming self disciplined.

1.4 To what extent do children enjoy their play and learning?

Children are interested and excited in the play based activities in which they engage. We saw that children were active and curious throughout the inspection. They were happy and confident to move between activities freely, but also held a sustained interest in activities of their choosing as well. Whilst observing play in the garden, we saw two children persevere for an extended period of time building a track out of large toy construction bricks so that they could roll cars down it. They worked together to work out how to build the best track and devised this play themselves from the resources they chose to get out. We saw all children drive their own play. After school,

we watched children develop a talent show which many of them enjoyed, either participating in or watching. Staff and children told us that this was one of the group's favourite things to do at the moment and that it happened many times each week. Children laughed and shrieked with enjoyment throughout this. During the holidays, we saw two children arrive at the service very sleepy, and they were able to choose to curl up on the sofa and bean bags in the 'chill out' room and watch a film until they felt better able to join in with other activities. On a trip to the park, we saw children thoroughly enjoy their choice of trip, running around playing football and helping each other on the play equipment.

Children at this service enjoy their play and leisure very much. They sustain interest in their play and gain a sense of achievement from it.

1.5 How well do children develop, learn and become independent?

Children are developing well across a range of skills. All children attending this service are of school age and are therefore quite well able to be independent in the service. We saw all children to be confident and happy to explore the different rooms and resources available to them. Children can access most resources independently, as well as their bags and coats, water bottles and the bathrooms, and so they are supported to be independent within the service. We saw children to be confident and content with this independence. A small group of children enjoyed singing and dancing to music. They were practicing for the 'end of holidays' show they were to put on at the end of the week. Another group played football in the garden with a member of staff, which they thoroughly enjoyed. They had good relationships, ribbing each other and joking as they played. At lunchtime, we saw that serving bowls are placed on each table to allow children to service themselves their lunch and exercise some choice over what they have. Staff guide to help with portion sizes and encouraged the children to try different foods.

Children have lots of good quality opportunities to learn, follow interests and develop skills, and are encouraged to be, and supported in being, independent.

2. Care and Development

Summary

Children and parents benefit from skilled staff who have a good understanding of child development and want to make a positive difference to the children in their care. Staff are responsive and respect the children in their care and the decisions they make. Children remain safe and healthy because staff understand their responsibilities and are aware of the policies and procedures in place to support them in their roles. The staff group work very well together as a team, and as all staff have a good understanding of children's individual needs, this helps to ensure that those needs are well met.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff ensure that the service's policies and procedures are well implemented to support the health, safety and well-being of the children in their care. The staff we spoke to were able to speak knowledgeably about the service's Child Protection policy and their individual roles in implementing it to keep children safe. We examined accident records and found that they included the required information, and all of the staff hold current paediatric first aid certificates. Good hygiene is promoted at the service and the Infection Control Audit Tool is used to help in this. All children were encouraged to wash their hands before meal times and after using the bathroom. There is a very robust system in place to manage food and food allergies within the nursery. The service promotes healthy lifestyles by providing a balanced menu for the children, in line with Welsh Government guidance. Children's views are sought on the food provision and these influence what is included on the menus. During the holidays, staff set out a 'rolling snack' morning and afternoon which allows children to choose when they want to stop their play and sit with a member of staff for a snack. We saw a lunch of gnocchi with bolognese sauce, followed by fromage fraise. The tea given when we visited after school was hotdogs which the children could construct themselves. Children enjoyed all of the food provision we observed. Staff sat and chatted with the children as they ate and this made meal times a lovely, social time.

Staff have a sound understanding of the policies and procedures to follow to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff set realistic boundaries, are good role models and use a consistent approach to managing behaviour, taking into account children's age and understanding. We observed that staff were all very positive and warm in their guiding of behaviour. They praised the children when they behaved well, thereby reinforcing good behaviour. We

saw staff be very respectful of the children and give them due warning of when meal times or trips were coming up which the children might want to engage with. No significant issues of unwanted behaviour occurred during the inspection. Staff managed small behavioural issues, such as unkind words, with gentle verbal reminders and this was sufficient. All staff had a calm and relaxed manner when interacting with the children and this had a positive effect on the way they responded.

Staff are able to manage interactions well and this has a positive impact of children's experiences at the service.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff provide a nurturing and caring environment in which children's care and play is well promoted. We saw that the children were very comfortable to interact with staff whilst playing together and that they responded to them with affection. Warm relationships between staff and children were particularly evident in this service. Children told us how much they enjoyed spending time with the staff and that in many instances, they had known the staff since they were babies in other nurseries in the group. Staff spoke with the children in a consistently calm and reassuring manner, and this helped to ensure that the service remained a calm and pleasant play environment. We also saw that staff approached children with encouragement and enthusiasm at appropriate times, and provided lots of fun and friendly interactions. We observed staff to be considerate of the children's views and conscious to give the younger children time to communicate their wishes. We often saw them listening carefully to what the children were saying, which helped to make the children feel valued. As a part of this, children's feelings are respected in this service. All staff at the service have a good understanding of individual children and their needs and abilities. Children are consulted with and staff use their ideas to plan activities. The activity provision is therefore responsive to the children's developing interests. Staff also employ a lot of flexibility during each day as to how and when activities are made available.

Staff promote children's well-being very effectively through the play and care provided.

3. Environment

Summary

Children benefit from an environment which is of a very high standard, clean and welcoming, and where risk is well managed. A strong engagement with the children has resulted in the indoor play spaces being very well developed, ensuring they are interesting and fun for the children. The layout of the service is particularly well-suited to the care of school-aged children and it allows them freedom to follow their interests. Children have access to a well appointed garden, as well as frequent trips off-site. They benefit from an excellent range of high quality resources which are appropriately maintained.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Children are cared for in an environment which is clean, safe and secure. We saw that premises are suitably maintained and well decorated. The security of the service is good, with secure external doors controlled by staff to restrict access to the children. The building is set within a secure garden which children make good use of, and during these times, the gate is bolted in a manner which prevents unauthorised entry and keeps children safe. The provider ensures that the cleaning routines at the service reflect good hygiene practice and effective infection control, including the regular cleaning of toys and resources on a rolling programme. Staff ensure the premises are clean on a day to day basis and a house keeper is employed to undertake larger-scale cleaning each week. We reviewed safety records and found that the service's Public Liability Insurance, periodic electrical safety certificate and annual gas safety certificate were up to date. A fire risk assessment is in place and records show that fire drills have been conducted on a regular basis. Staff also practice reverse evacuations with the children in the event that children need to be evacuated from the gardens back into the building. The service has identified and addressed risks on the premises. We examined the risk assessments in place for the service and found them to be thorough and kept under review, and we identified no additional risks that needed to be accounted for.

Children are cared for in a clean and secure environment which benefits from good maintenance and hygiene practices.

3.2 How well do leaders ensure the suitability of the environment?

Children benefit from an environment that is welcoming and friendly, and which supports a sense of belonging in the service. We found the indoor environment to be well decorated, warm and welcoming. There is a real club house feel to the premises and the Responsible Individual explained to us that the children had wanted the

decoration of the whole premises to be beach themed. Management embraced this request and the rooms are decorated with bunting, fishing nets, floats and surf boards. Children's own creative work also makes up much of the decoration and we could see that the children who attend feel a real sense of belonging in this service. Most resources are stored at low levels and in containers which are of a manageable size for children to handle and this means that they can access most of the resources in the service independently, supporting their free choice. Different rooms have been given different purposes. For example, there is a small room with lots of comfortable soft furnishings and a television where children can relax and watch a film. There is a room dedicated to imaginative play which we saw children make good use of, role playing and pretending to star in a stage show. There are also spaces for messy and creative activities, games, construction and small world toys. Staff we spoke to told us they felt the environment worked well for the children attending and our observations of children using and enjoying the space backed up this view. Children in the service also benefit from a well developed and resourced outdoor play space. We saw children make good use of the garden throughout our visit, such as playing football and giant chess. An array of off-site trips, such as to beaches and parks, also enhance children's experiences of the outdoors on a daily basis.

We noted that only three toilets were available for the dedicated use of children. Four should be available because of the number of children for which the service is registered to care. An additional dedicated toilet must be made available for children.

Children benefit from a very well developed environment where they feel a strong sense of belonging and have the freedom to play as they wish.

3.3 How well do leaders ensure the quality of resources and equipment?

Children benefit from a very good selection of toys and equipment that are appropriate and suitable to their needs, and which help to engage them in meaningful and enjoyable play. We saw that the resources at the service covered a very wide range of play opportunities, and that children could freely access many of the stored resources. Books were available in both English and Welsh. The resourcing included a very good selection of natural, sustainable materials and real life items, and in many areas, selections of resources were displayed attractively to help demonstrate to children what was available and to make them appealing. Role play resources included lots of real life objects such as office stationary, packaging, and house plants. Small world and construction resources were presented in a very fun and attractive way to encourage children's interest. The outdoor environment is well resourced and during the inspection we saw children thoroughly enjoy their time spent outdoors.

Children benefit from an excellent range of resources and equipment that promotes their all-round development and helps to ensure they have a really fun and engaging time at the service.

4. Leadership and Management

Summary

Parents and children receive a consistent, reliable, high quality service which is well run, with due regard paid to the regulations and National Minimum Standards for Regulated Childcare. The provider is committed to improving outcomes for children, reflecting on practice and is proactive in planning for improvements to the service and for the continuing professional development of staff. The service is also proactive in engaging with families and in sharing information with them about their child.

Our findings

4.1 How effective is leadership?

Children and parents benefit from a very well run and planned service. The service has a Statement of Purpose in place which the Responsible Individual told us is shared with the parents. This Statement of Purpose contains the information required by the regulations, is clear, and is kept under review to ensure it is always an accurate reflection of the service provided. We examined the service's policies and found them to be appropriate and thorough, and records also showed that they are kept under review and updated as needed. The records we saw showed that staff record accidents and incidents appropriately. Staff also record any existing injuries children have when attending the service. Medication records contained the necessary information and parents sign both to give permission for the medication to be administered as well as afterwards to acknowledge the entry. The registers of children's attendance are completed in a timely manner but did not contain the full names of children. However, this was addressed by management during our visit and the records now contain all of the necessary information. Children's records also contained the required information to ensure staff are able to meet the children's needs.

Parents can be confident the provision is well run through good leadership and management, and with due care and attention paid to the regulations and National Minimum Standards.

4.2 How effective is self evaluation and planning for improvement?

Children and parents benefit from a service which is committed to high standards and improving outcomes for children, and they are actively involved in defining and measuring the quality of the service. There is a very robust system in place to ensure that a formal self evaluation of the service is undertaken on at least an annual basis. The Quality of Care report demonstrated that the service consults with parents, staff, children and relevant external agencies in order to review the quality of the service,

and uses that information to set an action plan intended to improve the service over the following 12 months. There are also systems in place to encourage managers to be reflective of their practice and the service provision, as well as helping staff to be reflective practitioners. The Person in Charge conducts an audit of the service and the equipment twice a year, and all of these elements feed into rigorous planning for improvements for the service.

The service draws on first hand evidence and the views of staff, parents, children and external agencies to evaluate the provision, and is committed to providing a service which is of the highest standard.

4.3 How effective is the management of practitioners, staff and other resources?

The service is effective in managing staff, their time and prioritising activities responsively to ensure that children's needs are met in a timely manner. We observed staff to be well organised and we saw that this allowed them to remain calm whilst delivering care. This calm and relaxed care environment has a positive impact on the children's mood and their interactions. Staff transport children to and from other nurseries within the organisation at the beginning and end of each day. This movement of staff and children is well organised and the Person in Charge ensures that staffing ratios are maintained.

Robust procedures are in place to ensure the persons caring for children are suitable and qualified to do so. There is a system in place to ensure that DBS (Disclosure and Barring Service) checks and mandatory training is renewed as necessary. We examined a sample of staff files and found that they contained all necessary pre-employment checks. Records showed that staff induction is undertaken in a planned manner, supervisions are conducted with each member of staff monthly and appraisals are undertaken annually. The service has shown a commitment to promoting the continuing professional development of its staff by encouraging them to undertake training courses to further improve their understanding of childcare and related matters.

The service is very well organised and this has a positive impact on children's experiences.

4.4 How effective are partnerships?

Parents' and children's expectations about the service are matched by their experience. Children have their needs and preferences identified and parents know how these will be met. A child record form is completed for each child by their parent

so that the service has all the information necessary to be able to provide care to the children and meet their needs. There are appropriate policies in place which outline how the service operates and copies of all policies are available to parents. Parents are kept involved and informed about their child's activities. Staff are available to talk to parents at the beginning and end of each day to inform them of how the child has been. Parents who responded to CIW questionnaires all confirmed they were satisfied with the communication in place between the service and themselves. The service hosts an open evening once each year to encourage parents to be a part of their children's experience at the service. There is also a joined up approach taken to working with external agencies who may be involved with children who attend the service to ensure children and families receive the necessary support.

Children's needs are identified to ensure a very good quality of care can be provided, and parents have all the information they need to make an informed choice about using this service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- A fourth toilet and wash hand basin must be installed which is for the dedicated use of the children.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook an unannounced visit to the service. We visited the service across two days (once during after school provision and once in the school holidays) to observe children and the care they received. Observations were carried out in each occupied room within the service, as well as outdoors and a trip off-site to the park;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the two visits. We also spoke to most staff members who were present. Staff and parents provided written feedback to CIW by completing and returning questionnaires;
- we looked at a wide range of records. These included the Statement of Purpose, staff files, health and safety records, children's files and activity planning.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Susan Shepherd-Evans
Person in charge	Toni Reddi
Registered maximum number of places	40
Age range of children	4 – 12 years
Opening hours	Term time – 7:30 am to 9am and 4pm to 6pm Monday to Friday School holidays – 7:30am to 6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30/07/2015
Dates of this inspection visit	04/07/2018 and 28/08/2018
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 people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i>. The service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	