Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Debs Out of School Clubs Early Birds

St. Andrew`s Church in Wales Primary School
St Andrew`s Road
Dinas Powys
CF64 4HB



Date Inspection Completed

11/01/2024

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About Debs Out of School Clubs Early Birds

Type of care provided	Children's Day Care Out of School Care
Registered Person	Deborah Eynon
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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 enjoy their time at the setting. They make choices freely and have warm relationships with staff. Children behave and interact well with their friends of all ages. They are happy and independent in their play.

Staff understand how to keep children safe and healthy. They provide a good range of snacks and ensure they maintain high standards of food hygiene. All staff have a good knowledge of their safeguarding responsibilities. They care for children in a kind and relaxed way, responding appropriately to children's individual needs. Staff use incidental Welsh to support children's learning.

The service operates from a new demountable building located within the school grounds. The location of the building and variety of resources provide children with interesting opportunities for play and recreation. People who run the setting and staff ensure the premises are clean, safe and well-maintained.

People who run the setting are experienced and manage the service effectively in line with the regulations and National Minimum Standards. They use efficient methods of obtaining and analysing feedback to improve the standard of their service. They ensure all staff have the skills, qualifications and knowledge to provide a good quality service to children.

Well-being Good

Children make decisions about how to spend their time in the club and they direct their own play confidently. They move freely around the environment choosing where, what and who they want to play with. Children are involved in planning activities and make requests for the activities and resources. They confidently ask for help from staff.

Children greet staff warmly on their arrival. They enjoy attending and chat happily to their friends and staff throughout the session. Children understand and are familiar with the routines. For example, a child explained how they always wash their hands before they enter club each day. Children clearly understand what will happen next during the session which creates a sense of belonging. They are relaxed and at ease with staff. Some children have attended the club for many years and have built strong bonds with staff and friends.

Children are considerate to their friends and understand they may have different needs. Older children are good role models to their younger friends and offer to help them. Children use the space cooperatively and are learning to share and take turns. For example, a group of children took turns playing with dinosaurs and motorbikes. Children have respect for toys and understand how they are used appropriately. A child explained how the loom band kit was very delicate and we all needed to be careful when using it.

Children engage happily in activities of their choice. They have the space and time to follow their interests and their individual needs are met. Children choose to play alone, with other children or alongside a member of staff. They focus on a task for an appropriate length of time for their age and stage of development. For example, older children are given opportunities to access board games which require concentrating for long periods of time.

Children take responsibility for their own property, such as their coats, bags and pictures. At snack time, children line up patiently to choose from a selection of healthy food. However, they do not serve themselves and as a result, we saw some children wait for a considerable period of time at their tables before being called to select their food. People who run the setting told us they stopped allowing children to actively serve themselves food during covid. They confirmed there are plans in place to reintroduce self-service and had purchased new resources to facilitate this. Children are encouraged to go to the toilet independently and wash and dry their hands before snack time.

Care and Development — Good

Staff members implement detailed procedures to meet children's needs and ensure their safety and well-being. Staff demonstrate good infection control through regular handwashing, wiping tables and wearing gloves to prepare and serve food. Allergies and food preferences are recorded and managed through appropriate procedures. All staff members have undertaken safeguarding training. They demonstrate a good understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. They note early concerns well but do not record action taken as a result. Several staff members have undertaken paediatric first aid training. There is a suitable system of reporting accidents, incidents and the administration of prescription medicine. They have a clear policy for the administration of medicine, but it does not cover non-prescription medicine. Staff record their own and children's attendance accurately, noting arrival and departure times for each session.

Staff are polite and friendly role models. Consequently, the children behave well and benefit from the consistent approach and mutual respect shown. They are mindful of the age and stage of development of children when managing behaviour issues and they encourage co-operation and compromise. For example, when some younger children had a disagreement regarding some toys, a staff member thoughtfully drew the children's attention to the clock and suggested they share the toy by each having it for 10 minutes. The staff member then praised the children for doing this well. Staff members know the children's interests and needs well and respond appropriately to them. For example, when a child appeared to need some support, we heard a staff member ask the child to play a certain game with them that they knew the child would like.

Staff have a good knowledge of play-based learning. Almost all have Playwork qualifications and people who run the setting are keen for the remaining staff to obtain this qualification as soon as possible. Staff provide a range of activities, which appeal to the children's individual interests. They plan activities for the forthcoming term and ask children for their feedback on these and requests or ideas of their own. Staff provide a planned activity each day; we saw many children happily engaged in the loom band activity provided on the day of our visit. Staff members use incidental Welsh throughout the session.

Environment — Good

The club has recently moved into a new demountable building within the grounds of a school. It is safe, clean and well-maintained. People who run the setting ensure the environment is safe for children as appropriate policies and procedures have been implemented. There is a locked front door and visitors to the service are required to sign in and out at the school's main office and also in the club. There are detailed risk assessments in place for activities and resources. However, building risk assessments relate to the setting's previous location on the school site and these now need to be updated. Staff complete very detailed daily safety checks and visual risk assessments for all areas used by children. Hazardous substances are stored securely and staff members follow a very clear cleaning schedule. People who run the setting ensure all routine safety checks are carried out for the building such as an annual electrical safety test and smoke alarm tests. The setting has a clean and well-maintained kitchen area for preparing snacks.

The premises are welcoming and bright, and provide good indoor and outdoor space for children to play. There is one main playroom with adjacent accessible toilets and areas for children's personal belongings to be stored and accessed independently. Bathrooms are well stocked with soap to promote an infection free environment. Children use tables and chairs for activities. While the size of these was most suited to older children, we observed young children using these appropriately. They also use the floor space for tuff tray activities. They do not have access to soft seating due to constraints of storage and other use of the building. The club has access to a very large outdoor playground with a grassed area usable during the summer months. On the day of the inspection, the outdoor area was not used due to the lack of lights. Children confirmed they regularly use the outdoor area during the lighter evenings. At present, the club do not have opportunities to display children's work or allow children to influence their environment.

The club runs as a pack away setting, so resources are stored in a cupboard and brought out each day. Staff members rotate the resources set out and children also make requests for the items they wish to use. People who run the setting have ensured all resources and equipment are of good quality and there are plenty for each age group of children attending.

Leadership and Management — Good

People who run the setting are keen to raise standards and provide an effective service to families. They demonstrate a sound understanding of the Regulations and National Minimum Standards under which they are required to operate. They provide parents with a detailed statement of purpose including information about how the setting runs. They have a wide range of detailed policies and procedures and people who run the setting review and update these at least annually. All required information kept for children and staff is stored and managed suitably. Permissions are obtained from parents for the taking and use of photos and emergency medical care. People who run the setting told us they review accident and incident records annually but don't record this process.

People who run the setting carry out an annual quality of care review of the service provided. This review includes the views of parents, children and staff and sets targets for the forthcoming year. There is a suitable complaints policy available for parents. The Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales (CIW). People who run the setting notify CIW of events and changes as required.

People who run the setting and staff members complement each other and work together well. People who run the setting carry out appropriate checks to ensure staff are suitable to work with children before they take up their post. People who run the setting have appropriate systems to ensure all staff have a current disclosure and barring service certificate (DBS) and all mandatory training is undertaken when needed. They provide regular additional training opportunities through an online resource. People who run the setting carry out annual appraisals and supervisions with staff members, however these were not regular. Increasing the frequency of these would allow staff time to reflect on their strengths, any concerns and support their professional development more often. Staff members said they feel supported by management and were very happy working at the setting. Suitable ratios of staff to children are always maintained to ensure that children are well cared for.

Partnerships with parents are very good. Parents we gained feedback from were very complimentary of the care their children receive. They all commented that their children enjoy attending, staff are very approachable and that they have suitable communication and feedback from staff.

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

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 5 - Records	Update action taken following identification of causes for concern.
Standard 11 - Medication	Review medication policy to refer to non-prescription medicine.
Standard 22 - Environment	Update risk assessment for current premises.
Standard 24 - Safety	Formally analyse accident and incident reports to identify trends.
Standard 13 (Day Care) - Suitable Person	Increase the frequency of staff supervisions and appraisals.

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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