Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Debs Out of School Clubs - Sully

The Pavillion
Burnham Avenue
Sully
Penarth
CF64 5SS



Date Inspection Completed

08/11/2023

Welsh Government © Crown copyright 2023.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Debs Out of School Clubs - Sully

Type of care provided	Children's Day Care Out of School Care
Registered Person	Deborah Eynon
Registered places	34
Language of the service	English
Previous Care Inspectorate Wales inspection	5 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	**Excellent**
Care and Development	**Excellent**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children are very happy at the setting. They feel safe and speak with confidence as they know staff genuinely value their views and ideas. Children form firm friendships and thoroughly enjoy playing together. They choose from an exciting range of activities and are highly motivated to follow their own interests.

Staff are professional and passionate about their roles. They have an in depth understanding of how to keep children safe and healthy, implementing the setting's policies and procedures effectively. Staff are patient, kind and caring. They offer a wide range of stimulating play opportunities led by children's interests.

The environment is secure, clean, and welcoming. There is ample space for children to play. A good range of indoor and outdoor resources promote children's all-round development.

People who run the setting are motivated and keen to deliver high quality care. They use self-evaluation effectively to identify and make improvements. There are beneficial policies, procedures, and records in place, which enable the smooth running of the setting. A small number of policies do not reflect recent changes in legislation and guidance.

Well-being Excellent

Children have many choices and opportunities to make decisions about how they spend their time. They choose which resources they want to play with and whether to play inside or outdoors. Children are extremely confident to communicate their thoughts and ideas, as they know staff will listen and show much interest. We heard children chatting excitedly to staff about their half term holiday.

Children arrive happily and settle especially well. They develop secure and affectionate relationships with staff. These strong relationships support children to confidently make choices and participate positively in their play. Children are very familiar with the routines; this adds to their sense of belonging.

Children of all ages are cared for together, so they benefit from forming friendships with both older and younger children. Children play happily alongside each other or together and share resources very well. They develop empathy and learn to be sensitive to the needs of others. For example, a child noticed a keyring on the floor outside; they recognised it as their friends and quickly returned it to them, knowing their friend would have been very upset if they had lost it.

Children are completely absorbed in their play. They benefit from an excellent variety of age-appropriate resources. Children are highly motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, younger children thoroughly enjoyed a painting activity, chatting happily to their friends about their creations. Older children delighted in their outdoor play. We heard lots of laughter as children practiced their gymnastics, raced on scooters, played on pogo sticks and invented ball games.

Children have opportunities to develop their independence skills. For example, they access the toilet independently and routinely wash their hands. Children make choices about what they have for snack and pour their own drinks, however they do not serve their own food. The registered person told us the setting stopped this practice during covid, but agreed they should reintroduce self-service now. We saw children happily playing independently of staff, who allowed them the space to explore and progress their own play.

Care and Development — Excellent

Staff have an excellent understanding of their roles and responsibility to keep children safe. They have a sound knowledge of safeguarding issues, procedures, and are aware of their own duty to report any concerns. Staff complete accident, incident and pre-existing injury forms to a high standard and share these records with parents. Records are very well organised which helps staff to identify any emerging safeguarding patterns. Staff prioritise children's health and well-being. They provide a wide range of healthy snacks and ensure children have plenty of access to physical exercise outdoors. Regular and thorough cleaning of surfaces and good handwashing routines ensure cross infection of germs is kept to a minimum. Staff keep registers of children's attendance noting time of arrival and departure, so registers accurately reflect who is on the premises at any one time. Staff conduct regular fire drill practices with the children which makes sure they all know how to evacuate the building in the event of an emergency.

Staff are passionate about their roles and show genuine interest and pleasure in all they do. They interact with children in a warm, patient and kind manner. Staff create a positive atmosphere with plenty of smiles and laughter. They frequently offer praise and encouragement and are excellent role models to the children. Staff use positive behaviour management strategies which enhance children's self-esteem.

Staff offer children many opportunities to lead and create their own play. For example, outdoors children were encouraged to use the equipment imaginatively. They invented a claw machine using a glove, skipping rope and hoop, and delighted in explaining to us how the 'contraption' worked. Most play is child-initiated but staff also plan adult led activities. These activities are linked to children's interests and to the seasons/events going on in the world around them. Planning records show children have enjoyed activities related to the rugby world cup, bonfire night, Diwali and trips to the beach. We saw some posters on display which promote the Welsh language, but we did not hear the Welsh language used in the setting.

Environment — Good

The environment is welcoming, safe, and secure. Staff ensure only authorised people have entry to the setting and maintain a log for any visitors. The children benefit from a very large open outdoor play area. Staff monitor this area vigilantly to ensure children are very well supervised when playing outdoors; children know where they can and can't play. Staff complete comprehensive daily safety checks of the environment before the breakfast club in the morning and again in the afternoon. This ensures potential risks or hazards are eliminated. Routine maintenance checks for the building are undertaken and gas and electrical safety certificates are current.

The environment provides ample space for children to play. It is well maintained and in good decorative order. There is a display board available for children's artwork, but we did not see any children's work displayed at the time of inspection. Staff follow daily cleaning schedules to ensure the environment is hygienic. The outside play space is very well utilised, and children enjoy using the resources made available to them. Children can take suitable risks in a safe environment.

The setting has sole use of the premises during opening hours, however other groups within the community use the building outside of these hours. This means leaders must put away all resources at the end of a session, storing items in lockable cupboards outside of the main playroom. Staff set out several boxes of equipment each session and rotate resources to provide variety for children. If children want to play with something that is not set out staff will happily get it for them. There is a good range of resources suitable for the ages of children attending including, puzzles, art and craft materials, small world play, electronic consoles, and construction toys. Regular cleaning of toys and equipment is undertaken, and resources are of good quality. The setting has suitable furniture and resources to support children's independence. For example, step in bathroom to reach sink, and child height coat pegs for children to hang up their belongings. There are a suitable number of children's toilets which are clean and hygienic. Liquid soap and hand dryers are easily accessible to support children's independence when washing their hands.

Leadership and Management Good

Leaders are skilled and experienced. There is a clear statement of purpose providing parents with full and accurate information about how the setting runs. Leaders are motivated to improve upon the service they offer. They are knowledgeable about their regulatory responsibilities and operate consistently in line with the National Minimum Standards. Most policies contain required information, although the safeguarding policy does not clearly outline the procedure to follow should an allegation be made against the manager or registered person. The safeguarding policy and additional learning needs policy do not reflect recent changes in procedures and legislation.

Leaders work hard to provide a quality care provision to children and their families. The staff team are enthusiastic, motivated and enjoy their work. Leaders ensure staff are suitably qualified and maintain current mandatory training, such as paediatric first aid and safeguarding. Many staff have accessed additional training, such as mental health and young people, and diversity and inclusion. They told us this has had a positive impact on their practice. Staff files are well organised, and evidence all relevant checks to ensure staff are suitable to work with children. Staff are deployed effectively ensuring staff ratios are always met and children are always well cared for. Leaders carry out supervision meetings with staff to discuss their professional development and any issues. However, we noted, these meetings were not as regular for all staff. There is a complaints policy in place, but it does not include information on how older children can raise a complaint.

Leaders are reflective and monitor the quality of the setting and plan for improvements. They regularly seek feedback from parents, children, and staff. This information is used to write an annual quality of care report which outlines strengths of the setting and areas for development. For example, the most recent report prioritised targets such as, *'getting back into a routine of having staff meetings and one to one supervision so that all staff are supported*.' The report includes very positive feedback from parents which demonstrate a high level of satisfaction with the service provided.

The setting has established beneficial partnerships with outside agencies. During holiday club leaders invite lots of fun visitors into the club to work with the children. For example, circus workshops, cookery workshops, representatives and animals from rescue centres and guide dogs for the blind. Positive partnerships are developed with parents. Parents we spoke with were very happy with the service provided and one parent told us their child says they have ''*millions of fun''* at the club.

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)
	No NMS Recommendations were identified at this inspection

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)
Re- introduce opportunities for children to develop their independence at snack time.
Promote the use of incidental Welsh language with the children.
Display children's work to give them a sense of ownership of the club.
Ensure all policies are regularly reviewed in in with current legislation and procedures.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 30/11/2023