Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Fairfield Out of School Club

Fairfield Primary School
Dryden Road
Penarth
CF64 2RT



Date Inspection Completed

09/05/2024

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About Fairfield Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Kirsty Clarke Kara Oakley
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	28 November 2018
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	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are very happy and thoroughly enjoy attending the club. They are extremely confident and feel safe and secure in the care of staff. Children are very familiar with routines and enthusiastic in their play. They have excellent opportunities to make decisions and choices about how they spend their time. Children make close relationships with staff and each other.

Staff have a thorough understanding of their responsibilities to protect children and work well to keep them safe. They interact positively and warmly with children and meet their needs well. Staff provide a very good range of play opportunities and enable children to follow their interests.

Leaders ensure the environment is safe, secure, and welcoming. The layout is child-centred and promotes independence. A good range of indoor and outdoor resources enhance children's all-round development.

Leaders have a good vision for the club and work well with staff to provide a friendly play environment where children can relax after a busy day at school. Paperwork is organised and well kept, and leaders have developed a beneficial range of policies and procedures to support the smooth and safe running of the club.

Well-being Excellent

Children have a very strong voice. They have excellent opportunities to make choices about what they do and are involved in deciding many things for themselves such as what they eat, what they do and who they play with. They can play freely with the only constraints being for safety reasons. Children are confident communicators and express themselves effectively knowing staff will listen to them.

Children feel safe to explore and to ask for what they want. They clearly feel valued, happy, and confident. Children know and follow the rules and routines of the club extremely well. For example, as they wash their hands on the way in ready for tea or respect the time limits for using computers. This helps them develop a strong sense of belonging and confidence to manage their own time. Children we spoke to told us they enjoy coming to the club.

Children behave and interact extremely well. They play exceptionally well with each other, and we heard a happy buzz of chatter throughout the inspection visit. Children play together in pairs or groups, and no-one is left out.

Children thoroughly enjoy their time at the club and play with enthusiasm and engagement. They choose from a good range of activities and resources which are stimulating and interesting. Children spend extended periods engaged in the activities they choose. For example, some spent time simply relaxing and chatting to each other, others chose to make pictures or spend time playing with cars on the floor. All the children spent a long-time outside enjoying activities such as shooting down the slides or playing ball, several children spent almost half the session playing football.

Children have excellent opportunities to develop and learn as they play. They develop social skills as they play together and individual skills as they draw or use craft resources. They learn to manage risks and take responsibility for their own safety such as when taking notice of staff and a warning cone to help them learn to stop the scooters before getting to the top of the steps down to the field. Children develop independence and self-help skills well. For example, they take responsibility for their own belongings, such as their coats and bags and are skilled at serving themselves tea and clearing away their plates and cups afterwards.

Care and Development — Good

Staff work effectively to ensure the safety and well-being of children. They are clear about their responsibility to protect children. They understand the steps they would need to take in the event of any concerns they may have about children including any relating to the conduct of leaders or other staff. There is a robust system in place for registering children's attendance including managing situations where children also attend after school clubs, such as choir. Staff follow appropriate procedures to manage and record accidents, incidents and any medication administered. They follow effective hygiene procedures in relation to the preparation and serving of food. There is a system in place to manage allergies and food preferences. Leaders ensure children have access to their water bottles and provide a hot tea that is healthy and filling such as beans on toast. They operate a rolling menu to provide variety. Staff ensure children have opportunities to spend as much time outside as possible to further contribute to a healthy lifestyle.

Staff interactions with children are consistently of a high quality. They greet children warmly when they arrive and engage in conversations about their day, what they did on their birthday or how they are feeling. Staff treat children with respect which means children approach them with ease. They manage children's behaviour calmly and collaboratively. Children respond extremely well to this and as a result behave exceptionally well. Staff supervise children well and chat with them about what they are doing or what they want to do.

Staff provide a very good range of play activities suitable for the differing ages and stages of children attending. They plan some activities such as arts and crafts through seasons and festivals. The ethos of the club is to provide a play-based environment where children can choose what they want to do and how they want to spend their time. Staff organise the session so that, once tea is over, children are enabled to make choices throughout. They support children's independence and respect their preferences for how they spend their time. This includes when children want to relax and chat. Staff are skilled at allowing children to control their own play whilst being available for help and support or to join in as needed. They promote children's play and recreation time well and, as a result, children have opportunities to develop and learn. We heard staff and children use Welsh at times during the session. There is a good policy in place to support staff should children with additional learning needs attend the club.

Environment — Good

Leaders ensure they care for children in an environment that is safe and secure. Visitors enter through the main school door and leaders record their attendance. Leaders carry out daily, weekly, and monthly checks and risk assessments of the premises to identify and eliminate potential hazards to children's safety. The club operates in the school and leaders ensure they can evidence all relevant building maintenance checks are in place. Cleaning routines reflect good hygiene practice and effective infection control. Kitchen records are thorough and consistently completed. Leaders ensure they carry out and record regular fire drills, so staff and children know how to evacuate the building safely in the event of an emergency.

The club operates from the canteen and computer room/library with suitable toilet facilities close by that children can access independently. The areas are light and welcoming. Staff have use of the school kitchens for food preparation and storage. Children have use of canteen style tables and seating for eating, as well as for activities and games at times when the outdoor space is not so easily available. Staff set up activities daily in the adjoining computer room where children can also access the computers and an abundance of library books. Children can choose what they do from the range of activities provided and can ask for other things from storage cupboards. A display of self-portraits of the children attending the club helps them to make the space their own. Staff ensure children have very good opportunities to make use of extensive areas of the school's outdoor environment including the large playing field when weather and light permits and a shady area for quieter activities. Parts of the large playground are lit which means children can use the outside on darker evenings.

Leaders ensure furniture, toys and equipment are of good quality and appropriate for a range of ages, although there is a lack of comfortable furniture for those older children who want to relax and chat at times rather than join in with activities. Leaders told us they intend to replace the large beanbags they had for this purpose. There are abundant resources both inside and outside to ensure children of all ages have a variety to choose from that stimulate their interests. Leaders ensure they provide resources that reflect cultural diversity.

Leadership and Management — Good

Leaders have a good vision for the club and work well with staff to implement it. They develop a culture of safety, respect children's rights and views, and recognise that when attending the club, it is children's time to choose and play. The leader provides a good range of comprehensive policies and procedures to support staff in the smooth and safe running of the club. They regularly review these along with the Statement of Purpose which provides parents with useful information and accurately reflects the service offered.

Leaders understand the importance of reviewing and monitoring their setting. They review the quality of their care annually and seek the views of parents, children, and staff in relation to this. The review offers some evaluation of the impact of their service on children and identifies some broad areas for development.

Leaders follow safe recruitment procedures to ensure staff are suitable to work with children. The current staff members are very experienced and have all worked at the club for many years, they told us they very much enjoy their roles. Leaders support them well with a comprehensive system of appraisal and supervision. Leaders hold relevant qualifications including for playwork. Leaders ensure all staff have up to date mandatory checks and training, such as Disclosure and Barring Service (DBS) checks, safeguarding and paediatric first aid. They deploy staff effectively, enabling them to supervise the children well and keep them safe, whilst allowing them to play and explore freely.

Leaders and staff develop strong relationships with parents. They collect relevant information about children before they attend the club to ensure they can meet individual needs. This information includes an All About Me form completed by the children themselves. Parents are highly complimentary of the service they and their children receive.

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 7 - Opportunities for play and learning	Further develop the use of Welsh.
Standard 18 - Quality assurance	Further develop the Quality of Care Review to be more evaluative of outcomes for children so that it effectively supports planning for more specific improvements.

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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