Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Johnstown School Care Club

County Primary School
Heol Salem
Johnstown
Carmarthen
SA31 3HS



Date Inspection Completed

25/07/2023

About Johnstown School Care Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Sian Kavanagh-Thomas
Registered places	56
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] August 2017
Is this a Flying Start service?	Manual Insert] 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.

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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 confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled and have formed close relationships with their peers and staff. They are active in their play and express enjoyment whilst developing their independence skills.

Staff implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They are knowledgeable in their responsibilities to protect children. Staff provide opportunities for a range of activities and are aware of children's individual needs.

People who run the setting have effective policies in place to ensure that everyone understands their responsibilities to keep children safe. They ensure the environment is secure and maintained. The people who run the setting mostly have good health and safety measures in place and minimise risks to children.

People who run the setting ensure that staff are supported, and that training is managed well. They have established a strong partnership with the school and parents are complimentary of the service that is provided.

Well-being	**Good**

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and decisions and their opinions and interests are valued. In the after-school club, children choose where to sit for snack and independently choose what they wish to eat from the buffet that is prepared. Following afternoon snack, children choose to play indoors or in the outdoor area. During holiday club, children enjoy the freedom to move freely and have access to all spaces. They access drinks independently, choosing to use the water fountain provided or their own bottles.

Children clearly feel secure and safe. They are settled and are comfortable in their environment. They enjoy the consistency of the afternoon or daily routines which supports their individual needs. Children are happy and content throughout sessions with lots of chatter amongst groups, around tables and whilst playing outdoors. Children enjoy the relaxed atmosphere and the opportunity to socialise together following their school day and during holidays. Children welcome visitors and during our visit, they confidently asked questions and told us that they enjoyed playing and having choices.

Children communicate openly with each other and with staff and interactions are consistently good. Children cooperate and engage well with their peers. They are clearly interested and supportive of each other's needs. Children have a sense of belonging and have formed relationships with peers and staff, showing clear bonds of affection and attachment. Children are excited to see and spend time with staff and express themselves with confidence as they talk about their own experiences.

Children show enthusiasm and enjoyment whilst participating in a wide range of play opportunities, both indoors and outdoors. They independently initiate their own play outdoors. For example, children organised their own climbing competition on the climbing wall. Children eagerly told us about a ladybug ceremony that they had held during the school day and were eager to take us to the garden area to show this. Children enjoy spending time indoors and can choose from a range of table activities such as mask making, colouring and games. For example, we saw two children and a staff member engaging enthusiastically whilst playing a board game.

Children take part in all aspects of the routines. They access the toilet and hand washing facilities independently. Children have opportunities to experience age-appropriate activities and a range of resources that promote their all-round development, enabling them to follow their own interests confidently. Children take their time, without being rushed. They are provided with continuous opportunities to make decisions, explore their environment to build confidence, and develop their independence and problem-solving skills.

Care and Development	**Good**

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They identify and actively consider risks and manage a range of different age groups effectively. Staff have a good understanding of safeguarding procedures and are knowledgeable and confident in their responsibilities to protect children. Staff have good hygiene and infection control practices in place which minimise any risks to children's health and safety. We saw staff encourage children to wash their hands throughout the after school and holiday sessions. They understand how to support children with additional needs and confidently discuss their responsibilities. Staff have routines in place to deal with allergies and medical needs of children, and they are aware of these procedures. For example, staff collaborate effectively whilst distributing foods, ensuring that separate plates are prepared for children with specific intolerances.

Interactions between staff and children are consistent, demonstrating warmth, kindness and praise using phrases such as, *"Da iawn, well done."* Staff are respectful towards each other and communicate consistently. They show kindness, support, and effective collaboration. Staff are sensitive to the needs and experiences of children and are responsive to levels of support linked to individual needs and development. For example, during the holiday club, we saw children being supported to participate in IT games, with staff spending time with children to develop new skills. Staff have created a calm and happy working environment and openly support each other.

Staff know children well and we saw them chatting with the children in a relaxed manner about the children's school days and experiences. They show interest and are enthusiastic about children's ideas, providing consistent responses which are kind and thoughtful. Staff can explain and provide information about their practice and responsibilities. During the afternoon snack and mealtimes, staff are at hand to support and chat.

Environment	**Good**

People who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. They ensure that the environment is safe, secure, and maintained both indoors and

outdoors. People who run the setting provide an environment which is welcoming, organised, and clean. They ensure there are clear entrance and exit points in place. People who run the setting ensure that fire drills are conducted during after school sessions, although, these are not as regular for children attending the holiday club. The people who run the setting told us that plans are in place to further develop the holiday club fire evacuation procedures. They explained that they are preparing for an imminent visit from the fire crew, where officers will chat with the children about procedures and best practice. People who run the setting ensure the environment and building safety checks are complete. They keep a file of the required policies, procedures, and valid certificates such as insurance. Risk assessments are in place for the indoor and outdoor areas. However, these are not reviewed regularly enough. People who run the setting ensure that staff and children's registers are completed daily within separate diaries for each club. They keep a record of visitors at the main entrance point of the school premises and within the school hall, ensuring the safety of everyone whilst on the premises. All confidential information is stored within a locked cupboard.

People who run the setting offer a service which is located within a school building with an enclosed outdoor play area. The yard is large and safe, offering numerous open play spaces. People who run the setting told us that some outdoor areas are currently being updated and will therefore be considered as part of their risk assessment review, when these areas are available again. People who run the setting ensure that the flow of children in and out of both clubs is managed carefully. They ensure that children are always supervised, and that staff understand levels of risks and act on these accordingly. People who run the setting ensure that children are head counted regularly, with the daily diary and register being continuous working records.

People who run the setting ensure that the school hall and toilet facilities are accessible to children and that resources are of a good standard and are freely available. They keep all resources in large cupboards in the hall. For example, games, construction resources and items for creative activities. The outdoor area provides safe play areas for shelter, climbing, a garden area, field area and an open yard area offering numerous opportunities for children to enjoy and develop physical skills as well as social and problem-solving skills.

Leadership and Management — Good

People who run the setting are organised and ensure that the staffing of both the after-school club and holiday club is always in place. During the inspection process, the people who run the setting updated the statement of purpose to reflect the setting fully. People who run the setting comply with the regulations and consistently ensure that requirements are met, documenting these in an organised and confidential way. They keep policies in place

and ensure that these are reviewed to reflect any changes at the setting. People who run the setting are knowledgeable and aware of their responsibilities in relation to documentation such as completing accident records.

People who run the setting prepare an annual quality of care review which provides information relating to staff changes and roles. They listen carefully to what parents, children and staff say and incorporate new ideas to ensure further developments.

People who run the setting are supportive of their staff and ensure that staff are experienced, qualified, or working towards new qualifications. During discussions with staff, they were open about the opportunities to raise matters and discuss with their leaders. They told us that they are happy and very complimentary of the support they receive. Staff told us that managers are fair, helpful, and approachable. People who run the setting keep staff files in place. They also ensure that staff mandatory training is complete and that they are supported in their training. People who run the setting ensure that staff ratios are correct, demonstrating this on the children/staff registers. The people who run the setting carry out annual appraisals and are in the process of developing their system for staff supervisions.

People who run the setting ensure that they have very effective working partnerships across the after-school club and holiday club. They have established a strong partnership with the school, from where the setting is run. During the holiday club, children have a range of opportunities to take part in organised events such as sports day, a science day and visits. People who run the setting have partnerships with parents. Parents told us that their children are always safe and secure. Few said they are pleased that the club is run within the school building and grounds. Parents said that the staff know the children well, always providing a welcoming environment and that their children are well cared for. One parent said, *“my child has the best time.”*

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 24 - Safety	Ensure children are familiar with the fire evacuation procedures by including all children in the practices.
Standard 8 - Nurture and well-being	Formalise and record staff supervisions.
Standard 24 - Safety	Ensure risk assessments are reviewed regularly.

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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