Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hoots Before and After School Club Ltd

Hoots Childcare Centre
Alltwen Primary School
Alltwen
Pontardawe
SA8 3AB



Date Inspection Completed

20/09/2024

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About Hoots Before and After School Club Ltd

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	Hoots Before and After School Club Ltd
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	3 October 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is making a significant effort to promote 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 have many opportunities to express themselves and make choices about play and activities. Many have strong relationships with each other and with staff. Children are happy and have lots of fun in their play. They are developing well and are becoming increasingly independent.

Staff work very well together and are responsive to children's needs and preferences. They understand how to keep children safe and promote their health. Staff are good role models. They consistently manage interactions in a positive way, with a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff know each child's needs and preferences and provide a wide range of appropriate activities to encourage children to learn and develop.

Children experience a good variety of play and learning opportunities because leaders create an inviting and stimulating environment indoors and outdoors. The environment is safe, secure, and well maintained. The premises and resources are easily accessible and suitable for the wide age range of the children.

Leaders manage the setting well, ensuring it meets the regulations and National Minimum Standards. They have policies and procedures that are mainly clear and effective, and they have reviewed some to reflect changes to legislation. Leaders support staff appropriately through one to one supervision and providing training opportunities. They have developed useful partnerships with parents and other organisations.

Well-being Good

Children have a strong voice and communicate their needs and wishes confidently. Children contribute ideas and make decisions about how they spend their time at the service. They move freely between the two play areas and choose what to do and who to play with. Children readily approach staff for assistance or to join in with their play. They respond positively as staff listen carefully and show interest in what they say. Children express themselves well and we heard them choose what fruit they wanted for snack, which activities they wanted to do and whether they wanted to play inside or outside.

Children are developing warm relationships with each other and staff. They arrived very happily, greeted others with smiles and went to their favourite areas. Many children are secure in the daily routines such as sitting for snack, and tidying away resources, whilst others are responding positively to support to join in with the routine. Children brushed their teeth to music and eagerly joined in singing familiar songs. Children feel a sense of belonging because staff know them well and their work and photos are displayed in the playroom. Older children really enjoy chatting and engaging with each other and with staff after school. They giggled, recalling a funny event as they ate their tea.

Children interact well with their friends and with staff. They are learning to manage their own emotions, share and play together. We saw that some children liked to play alone but most children relished the opportunity to play with others. Two children co-operated well as they moved the craft trolly to the table together. Children say ‘please’ and ‘thank you’ without being prompted and some played imaginatively together pretending they were soldiers and sleeping in a den they had made.

Children are active learners and happily engage in their choice of activity for most of the session. They engage in their activities for a good length of time, and some were eager to talk about what they were doing. For example, a child proudly showed others the set of binoculars they had made. A child told us? how they enjoyed dressing up, while others spent time talking about colours and shapes as they rolled and cut playdough. Children squealed with laughter as they rode bikes and played games outside.

Children become increasingly independent because they have many opportunities to explore, develop and learn. They follow their own interests and develop skills such as creativity, dexterity, and language as they play. Children are developing a good understanding of maintaining their own personal hygiene. For example, they are prompted to wash and dry their hands before they eat and to tidy up after playing and use the toilet facilities with the minimum of support. Children are gaining a sense of fulfilment from completing these tasks independently.

Care and Development — Good

Staff have a good knowledge of the policies and procedures in place to keep children safe and healthy. They are clear about the procedures for reporting concerns about children to an appropriate agency. Nearly all staff had attended recent training in paediatric first aid, food hygiene and safeguarding. Staff encourage children to eat a good range of healthy food such as fruit as they follow healthy eating initiatives. Staff are well informed about any child with allergies, dietary or medication needs. Staff promote good hygiene as they prepare and serve food safely. They follow a robust nappy changing procedure and support children to wash their hands thoroughly before eating and after going to the toilet. They support children to learn about good oral health by encouraging them to brush their teeth during each session.

Staff work in line with the behaviour policy and have a consistent approach. They are good role models, always polite and valuing children as individuals. Staff engage very well with the children, listening to them attentively and supporting them to develop their communication skills and develop confidence. They use positive language with lots of praise and encouragement, including, "*Good listening*," "*Thank you! Da Iawn*!" and "*You've done really well*." Staff are consistent and fair when reinforcing boundaries. They know the children well and step in appropriately to distract them from any unwanted behaviour that impact others. They redirect children to activities such as the sensory area or helping to wash the dishes at the sink. Staff provide older children with opportunities to support others or take responsibilities for tasks such as giving out crockery at teatime.

Staff promote children's play, learning and all-round development well. They assess children's needs using well established methods and routinely observe and update their key children's development plans to track their progress. Staff plan appropriate, exciting activities, whilst providing children with many opportunities to lead their own play and follow their own interests. For example, staff noticed a child looking through a hollow toy, they then invited them to get cardboard tubes to make binoculars, which the children took outside to look for birds. Staff promote children's knowledge of Welsh language through some Welsh words, phrases, and songs. They facilitate and extend children's learning by spontaneously encouraging them to count, describe colours, shapes, and sounds during their play.

Environment — Good

Leaders ensure the environment is safe, secure, and well maintained indoors and outdoors. They follow robust procedures to ensure all areas are secure from unauthorised visitors and there are suitable risk assessments for the premises and activities in place. Leaders are evaluating how they assess risks the environment and have recently introduced a daily checklist to further inform the risk assessment process. Staff record accidents and incidents fully and parents acknowledge the written record. Staff evaluate accident and incident records at regular intervals to monitor that they do not raise any concerns about the safety of the environment. Leaders have completed the infection control audit tool which they keep under review and display it in the playroom. Leaders liaise with the school to ensure regular maintenance checks are carried out for the areas used by the setting. Staff carry out regular fire drills with the different groups of children who attend the setting.

Leaders ensures the premises are suitable, child friendly, stimulating and promote children's curiosity. The play areas are light, bright and airy with sufficient space for a good range of activities. Staff set out play areas and resources so that children can access them easily. Children have easy access to toilet and handwashing facilities, allowing them to access them with varying degrees of adult supervision. They can easily access the secure outside play area as well as other areas of the school for planned activities such as storytelling and sports. Staff easily maintain a clean environment as there are washable floor surfaces allowing for messy activities to be cleaned up. They adapt play areas to keep children interested by creating a shop or post office. Staff use areas flexibly ensuring suitable facilities for children to eat and there are resources to be able to set up an area for children to sleep should it be required. They have a carpeted area with comfortable seats for children to enjoy reading, relaxation, and reflection.

Leaders provide a wide variety of very good quality resources to encourage children's curiosity and imagination and support their learning and development. Leaders have purchased a great deal of new equipment in the last few months such as wooden tables that can have the height adjusted, chairs and tuff trays. Staff are incorporating authentic and realistic resources into the play areas and there are many loose parts items that children use imaginatively. Staff provide children with recycled items for crafts such as cardboard tubes to raise children's awareness of environmental issues. We saw a few books and multicultural resources that reflect the wider society and promote equality. The Welsh language is promoted with some bi-lingual signs and books.

Leadership and Management — Good

Leaders ensure the day to day running of the setting is effective and it runs smoothly. They have drawn up a statement of purpose that gives a clear description of the service and what it sets out to provide, so that parents can make an informed decision about its suitability for their children. Staff maintain daily records such as registers of attendance well. Leaders have contracts in place with parents, outlining the expectations of each party, they are signed appropriately. Leaders have developed appropriate policies and procedures that outline how care is carried out at the setting. Leaders are currently updating some policies to reflect changes to legislation and clarify some parts further. They maintain appropriate insurance cover for the setting and are registered with the Information Commissioner's Office.

Leaders have established a system to carry out an annual review of the setting. They consult with parents, children, and staff as part of the process. Staff gain children's views about activities through asking them or recording what they enjoy doing. Leaders produce a report of their annual review which summarises the views of the service users. They have not considered broader aspects of childcare in their annual review such as changes to the safeguarding legislation. There is a suitable complaints policy in place should parents or children want to make a complaint.

Leaders deploy staff effectively and in line with the regulations and National Minimum Standards. Many staff have worked at the setting for an extended period, bringing continuity and consistency to the care they provide. Staff are clear about their responsibilities and work well together as a team. Leaders follows safe recruitment processes and staff files contained most of the pre-employment information, with some other information being stored electronically. Staff are supported well and have regular staff meetings, supervision, and annual appraisals to reflect and progress in their role.

Leaders and staff develop good relationships with parents. They gather all relevant information before children start at the setting to enable them to support individual needs effectively. They keep parents informed about their children through a daily verbal feedback as they are collected. Leaders and staff develop cooperative relationships with other professionals such as health visitors and speech and language specialists as well as the school, and local authority advisers which ensure children achieve positive outcomes.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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)
Ensure the annual review of the service effectively identifies all required improvements.
Continue to review policies where necessary, to reflect recent changes to legislation.
Cross reference staff information that is held electronically with staff files in order to easily identify any gaps in information.

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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