Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Fun Days at Esme`s After School Club**

**Llangors Church in Wales School**
**Llangorse**
**Brecon**
**LD3 7TR**



## Date Inspection Completed

20/10/2022

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# About Fun Days at Esme`s After School Club

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Out of School Care |
| Registered Person | Esther Koppenjan |
| Registered places | 24 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Manual Insert] 23 and 24 February 2017 |
| Is this a Flying Start service? | |
| Does this service provide the Welsh Language active offer? | 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

This setting is child centred with a strong emphasis on children directing their own play and learning. Children are settled and happy. They have opportunities to be independent and develop their skills through a range of play experiences. Children form close bonds with care staff and other children, making them feel safe and secure.

Staff are appropriately qualified. They have a very good understanding of how to keep children safe and healthy. Care staff implement policies and procedures well, in response to Covid-19. They plan some activities, and organise resources, which stimulate and capture children's imaginations.

The environment is clean, welcoming, and well organised. People who run this setting ensure the environment is well maintained and generally safe. A good variety of indoor and outdoor toys and resources are available for children.

Leadership and management of the setting is good. They update policies and procedures regularly and understand their responsibilities to protect children. Staff recruitments checks comply with regulations and suitable staff development opportunities are in place. Partnerships are good.

## Well-being Good

Children have very good opportunities to make choices and decisions about what affects them. They have a free choice over what they want to do and which equipment they want to play with. They have significant freedom to safely explore their indoor and outdoor environment. Children have a good voice at the service and consistently make decisions.

Children are safe, secure, and valued. They show delight and express enthusiasm and enjoyment in their play. Children clearly have a strong sense of belonging and they are forming strong relationships. They are very confident communicators as staff fully consider and respect their wants, interests and needs. Children approach staff when they want help, or they want to show them something. For example, the children were keen to show staff the small world house they were playing with. Some children play together whilst others playing independently, and others engage an adult in their play.Interactions between children and adults are consistently good. Children play well together and are considerate of each other's feelings. They cooperate enthusiastically and feel inspired.

Children are motivated, animated and fully engaged in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors and choose when to relax and have quiet times. Children are busy and self-motivated to initiate their own play and to influence their tasks and activities. They consistently follow their own instincts, ideas, and interests. Staff encourage children to evaluate their activities and play. Children, therefore, have an excellent feeling of achievement and high self-esteem.

Children have excellent opportunities to develop their independence skills enabling them to do things for themselves successfully. They problem solve effectively, develop creatively, experiment and they are imaginative. They're able to work out what they need to do. Children access the resources and equipment independently, throughout the setting. They go to the toilet independently and they help themselves to water from the water dispenser or going to get their own water bottles. Children have opportunities to help clean up after their snacks. Children have a good variety of experiences to develop their independence

## Care and Development — Good

Staff are fully aware and consistently implement the setting's policies and procedures for keeping children safe and healthy. They promote healthy lifestyles and wellbeing. For example, they have achieved the Healthy Snack Award and offer a variety of healthy snacks and meals for children with water or milk to drink. Staff implement thorough hygiene procedures and ensure children wash their hands frequently. They are aware of children with food allergies, and they have good systems in place to record this information. Staff are confident in responding to safeguarding concerns and they are fully aware of their responsibilities and procedures to follow in the event of a child protection issue. Staff are up to date with their safeguarding training. They have good risk assessments that identify and proactively manage the risks effectively.

Staff interactions are very positive, demonstrating warmth and kindness. They encourage and promote positive behaviour. Staff act as good role models to the children; they genuinely listen and respect children's views. Staff are forming trusting relationships with the children and manage disputes appropriately. For example, when a child became cross because another child was interrupting their play with a ball, a member of staff gently but firmly encouraged the children to be considerate and co-operate with each other. Staff encourage children to think about their actions and talk about what had happened. They manage interactions very effectively and children are confident communicators. They express themselves exceptionally well as they know they will receive a meaningful response. Staff also praise children when they give positive feedback to one another.

Staff create a nurturing atmosphere for play, learning and development. There is a relaxed and friendly feel in the setting and children are happy to play energetically or quietly. Staff ask children if they can join them in their play. Staff have a good understanding and knowledge of child development and how this affect's children's behaviour. They are sensitive to the needs and experiences of individual children. Staff have a rich understanding of diversity issues and fully promote children's rights. They are fully aware of children's individual development and recognise when children need additional support.

## Environment — Good

People who run the setting ensure that the environment is safe, secure, and very well maintained indoors and outdoors. They carry out regular maintenance checks and have risk assessments in place for all aspects of the service, reviewing them regularly. People who run the setting ensure the setting is clean and safe. During holiday times they have access to the school's well-equipped kitchen that is extremely clean and well maintained. However, during term times snacks are prepared for the children and are transported to the venue in suitable transportable food storage boxes. They implement comprehensive hygiene procedures that successfully minimise any risk to children's health and safety. For example, they frequently wipe down tables and equipment and they encourage children to wash their hands before and after eating and in between activities. People who run the setting and staff supervise children well and they understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for.

People who run the setting make good use of the available space to ensure the indoor and outdoor environments flow into each other and meet the needs of the children in the setting. The outdoor space is fully enclosed, and children use this space throughout their time in the setting. People who run the setting create a stimulating and exciting play environment for the children with a good array of resources available. For example, the outdoor area has bats, balls, hoops and sit on ride on toys. The children also have use of the enclosed "Muggar" for ball games etc, as well as access to the school field and Forest school area.

People who run the setting ensure children can easily access excellent quality resources and equipment to stimulate and interest the children. For example, there is a range of arts and crafts materials, construction toys, small world play resources, books and a variety of table top games and puzzles. The layout of the environment fully supports children's independence and people who run the setting ensure they maintain it so that it presents excellent and challenging opportunities for the children.

## Leadership and Management — Good

People who run the setting have a clear vision and a good understanding of their roles and responsibilities. Staff work well together as a team and speak highly of each other. They have an up-to-date Statement of Purpose which accurately reflects the service they provide. People who run the setting ensure they comply with nearly all the relevant regulations and meet the National Minimum Standards. People who run the setting review their policies and procedures regularly and ensure staff implement them within the setting. They keep all records in relation to children's contracts and their preferences and the setting has all the appropriate parental permissions in place.

People who run the setting have a strong understanding of the responsibilities to self-evaluate and plan for improvement. They have good processes when dealing with any concerns and there are systems in place to support self-evaluation and improvement. They seek the views of children, parents and staff to inform the quality of care review, which supports an effective action plan for improvements to the service.

People who run the setting employ highly qualified staff and undertake the relevant pre-employment staff suitability checks. Some of the required information was missing from the staff files on the day of inspection. However, during the inspection episode the registered person has confirmed in writing to Care Inspectorate Wales (CIW) that staff records viewed on the day of the visit now contain all the required the information.

People who run the setting support staff effectively in understanding their roles and responsibilities, through regular appraisals, supervisions and access to training. Staff confirmed they feel supported and are confident to approach management for advice or support at any time. People who run the setting keep a record of children's attendance. They exceed the adult: child ratios consistently.

People who run the setting work well with parents to establish trust and clear communication. They have effective systems in place to identify the needs and preferences of the children. Parents provide all the necessary information on enrolment. Staff provide regular feedback to parents about their children verbally at the end of the session.

**Recommendations to meet with the National Minimum Standards**

R1. Children to be provided with plates when eating snack to avoid food being placed by the children directly onto the table.

| 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 |

| 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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