Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Redhill Holiday Club

Redhill Preparatory School
The Garth
St David`s Road
Haverfordwest
SA61 2UR



Date Inspection Completed

01/08/2022

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About Redhill Holiday Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Redhill (Haverfordwest) Limited
Registered places	48
Language of the service	English
Previous Care Inspectorate Wales inspection	22 February 2018
Is this a Flying Start service?	No
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	**Adequate**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children are happy and settled at this setting. They form friendships and they have positive interactions with staff. Children enjoy their play and they are confident that staff will listen to them.

Staff are kind and caring and they support children positively to develop their play. They provide appropriate activities for the range of children who attend the setting and they organise exciting experiences from external providers. They follow the setting's policies and procedures most of the time.

The people who run the setting provide a suitable indoor environment and an exciting outdoor environment. Children access a rich area to develop their play and challenge themselves in the outdoors and they are able to choose from appropriate resources in the indoors. Children have access to the facilities they need and the environment is generally safe.

Leadership and management of the setting is adequate. The people who run the setting keep suitable records and they provide appropriate information to parents. They employ suitable staff and they regularly review the quality of care they provide. We have made recommendations to bring some aspects of the setting in line with national minimum standards.

Well-being Good

Children are happy and settled. When children arrive at the setting, they are relaxed, and their friends greet them warmly. Children have opportunities to meet staff and look around the setting before starting, which helps them settle. They make friends and have positive relationships with the staff.

Overall, children are confident that they will be listened to. They happily approach staff when they need help and confidently move around the setting, asking if they can go to get what they need or telling the staff where they are going. When we asked children if the staff listen to them, a child replied, "*Always!".* The children voted on which area of the outdoor area in which to play and they all had some time in their chosen areas during the day.

Children manage their own behaviour very well, most of the time. Children are very kind and considerate to each other. They negotiate their play, share, and help each other. For example, an older child played football with younger children, planning the teams to "*make it fair".* Another child was very helpful to a younger child when they had applied too much sun cream on their face, kindly suggesting, "*put some on your legs*."

Children are busy and engaged most of the time. They enjoy periods of play indoors and outdoors and they smile and laugh as they play with their friends. A child was very excited to tell us about a circus skills workshop, provided by an external party, and told us that they do "*lots of fun stuff*" at the club. However, at lunchtime, children had to sit for an hour until all of them finished eating, despite most of them having finished their lunch and being ready to go and play.

Children have good opportunities to practise their independence. All children independently access their own belongings, the toilets and the handwashing facilities. They help themselves to drinks of water, retrieve their lunchboxes without help and they put their rubbish in the bin. They put their own sun cream on, asking for help if needed. Children have suitable opportunities to lead their own play, choosing from the resources provided by staff.

Care and Development — Adequate

Staff effectively support children's positive behaviour. They interact with children in a kind and nurturing manner and speak with them in ways which are appropriate to their age and stage of development. They give gentle reminders and make suggestions to help children learn to be considerate of others. There is a behaviour management policy in place and the person in charge demonstrated that the strategies used are based on an understanding of children's needs.

Staff follow appropriate procedures, to keep children safe, most of the time. All staff complete regular training in safeguarding and paediatric first aid and the person in charge showed appropriate understanding of safe procedures to follow should child protection concerns arise. Staff take suitable action when children have minor accidents, and they keep suitable records. They follow good hygiene processes, such as reminding the children to wash their hands regularly and ensuring surfaces are clean. They encourage a healthy lifestyle by providing lots of outdoor play and ensuring that children can access drinking water freely. They also ensure that children are wearing sun cream in hot weather.

However, staff do not always fully understand the service policies, or ensure that potential risks are identified and addressed. They had not sought written permission from parents, in line with regulations, for administering emergency medication that could potentially be required. The medication policy states 'medicine will not be administered without the written permission of parents'. The staff had sought verbal agreement from parents for the administration of this medication and understood the signs and symptoms to look out for. Also, there was no clear, written guidance from parents for children to self-administer medication. Staff did not ensure that items from children's lunchboxes were kept cool. Some parents had provided cool packs but the person in charge told us that this was not something that had been requested of all parents. Staff do not always fully supervise children. There were the appropriate number of staff working at the club for the number of children attending. However, for short periods, an unqualified member of staff was responsible for supervising all the children in the outdoor area, when the person in charge went to answer the front door to admit new arrivals.

Staff provide appropriate activities and resources for children to develop their play. During our visit, they provided activities such as creative activities, making bead pictures and drawing and they took the children out to play in the outdoors for significant periods. The staff had planned to put an activity plan together for the holiday period, which was not available on the day of the inspection visit. They plan exciting opportunities for children from external providers. For example, a circus skills provider had provided a workshop in the previous week and, for the remainder of the holidays, the responsible individual told us external providers would be providing rugby and sports coaching and that there were plans in place for water play and scavenger hunts. We did not hear Welsh being used during our visit.

Environment — Good

The people who run the setting provide a suitable indoor area and a highly suitable outdoor area for the children's play. The outdoor area provides lots of exciting opportunities for children to develop their play. The children have use of a yard area, a large lawn and a woodland area. They were able to access all these areas, as a group, at different times during the inspection visit. The woodland area contains excellent resources to allow children to explore and take risks, under supervision, and it makes good use of natural resources. For example, children could balance on balance beams and 'stepping stones' or relax in the hammock suspended from trees. Children had a large amount of space to play ball games, run, and play on wheeled toys in the yard and lawn area. The people who run the setting ensure that the outdoor area is used as often as possible and they put temporary provision in place during the pandemic to allow children to be cared for, in line with guidance at the time, by providing a marquee.

The indoor area which children use for their play is the school hall and it contains suitable benches for doing table-top activities, as well as bean bags which the children use for relaxing and chatting with their friends. The staff told us that they tend to get out resources which they think the children would like. There was a small selection of resources for children to choose from during the inspection visit and a larger range in a storage cupboard. The children enjoyed playing with the resources provided, which included blankets for making dens, drawing and colouring materials, an activity with beads and age-appropriate games. The responsible individual told us that, during busier sessions, when there were more children attending and consequently more staff available, children would also have use of another room which had resources for interactive play and that activities would be in 'zones' which children could choose from.

The people who run the setting take measures to ensure that the environment is generally safe. For example, the front door was secure, the outside area was secure and the indoor area was clean and well-ventilated. They arrange for safety checks to be carried out on a regular basis, such as checks on the electrical system, the central heating, fire safety equipment and on portable electrical appliances. They conduct risk assessments, but these do not fully consider all potential risks. For example, the staff room and the kitchen were accessible to children when they were unsupervised in the building, for the purpose of using the toilets independently, and these areas contained potential hazards to their safety. Children did not access these areas during our visit and the responsible individual told us that they understood that they should not do so.

Leadership and Management — Adequate

The people who run the setting suitably manage the setting. They have an up-to-date statement of purpose which reflects the service provided and they provide additional information to parents in policies, which are made available to parents at the setting. They review their policies regularly and ensure they are made available to staff who sign to say they have understood them. However, the people who run the setting do not ensure that they are always implemented in practice. For example, the staff do not fully follow the medication policy regarding seeking consent for the potential administration of medication. During our visit, they did not follow the safeguarding policy which states that 'the layout of the playscheme will enable constant supervision of children at all times' or the risk assessment which stated '2 members of staff in key areas at all times.' These aspects, in relation to supervision were difficult to achieve because, although the number of staff looking after the whole group of children on the day of our visit was adequate, the deployment of the staff and practice at the service meant that, for short periods, children did not have adequate supervision.

Record keeping at the setting is mostly appropriate. The people who run the setting ensure that they keep appropriate records in relation to children's and staff members' attendance. They collect most of the information required about the children and their needs. However, at the time of our visit, they did not have a record of children's medical practitioners. The person in charge took prompt action to rectify this following our visit. The people who run the setting told us that they establish children's language needs verbally.

The people who run the setting conduct an annual review of the quality of care. They take account of parent's and children's views and respond to their suggestions in the quality of care report. However, the views of staff are not reflected in the quality of care report. Staff have opportunities to share their views about the service during annual appraisals, which are conducted by the headteacher of the school where the setting is based and where the staff are also employed. Appraisals are conducted in consultation with the responsible individual. The responsible individual also ensures that she has discussions with the person in charge at the beginning and end of each holiday period that the service operates. The people who run the setting acted on the recommendations from the previous CIW report.

The people who run the setting recruit suitable staff. They ensure that all suitability checks have been completed and documented prior to the staff starting at the setting. They ensure staff have suitable training and induction and that there are the appropriate number of suitably qualified staff caring for the children.

The people who run the setting establish appropriate partnerships with parents. They agree contracts with parents for their children's care and communicate with them verbally and via email. They seek consent from parents for certain aspects of the children's care, but some of these requests for consent were not wholly clear for parents or staff. For example, they requested consent to give antihistamines and pain-killing medicines but the person in charge confirmed that they would not give this without the parent providing the medicine

and giving appropriate detail about its administration. Parents had also given consent to apply sun cream that they had provided but not to apply the sun cream kept at the nursery, which some children used on the day of our visit.

Recommendations to meet with the National Minimum Standards

R1. Gain written consent from parents for the potential administration of all medication.

R2. Ensure that children are adequately supervised by the appropriate number of staff, at all times.

R3. Update risk assessments to ensure that they cover all potential risks at the service.

R4. Include staff views as part of the quality-of-care report.

R5. Store all food safely.

R6. When consent is sought from parents, ensure it is clear to both parents and staff what the consent covers.

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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