Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Archbishop Rowan Williams After School Club

Archbishop Rowan Williams Church in Wales Primary School
Crick Road
Portskewett
Caldicot
NP26 5UL



Date Inspection Completed

03/07/2024

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About Archbishop Rowan Williams After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Archbishop Rowan Williams After School Club
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 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	**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 are happy, settled and enjoy their time at the club. They develop positive relationships with staff and other children. Children are confident to make choices and are familiar with the routines in place. They are enthusiastic and interested in their play and enjoy a good range of engaging opportunities.

Staff understand the club's policies and procedures and implement them consistently. They promote children's well-being and encourage healthy lifestyles. Staff manage risks and understand their responsibilities to safeguard children. They are good role models and they build the confidence and self-esteem of children in their care.

The environment is secure, clean, and welcoming. There is ample space for children to play freely. Leaders maintain suitable risk assessments and ensure maintenance checks are in place. They provide a good range of resources and ensure children can access them easily.

People who run the setting are enthusiastic and manage the service effectively in line with the regulations and National Minimum Standards. They have good partnerships with parents and the school take on board feedback to improve the standard of their service. They ensure all staff have the skills, qualifications and knowledge to provide good quality care to children.

Well-being	**Good**

Children are settled in the environment and enjoy choosing where, what and who they want to play with. Children are confident to explore the areas available to them. We were given a tour of the setting by a group of children who happily chatted with us about what they like to play with. Children are involved in planning and make requests for activities they want to do. For example, numerous children offered ideas about where they could look for bugs and minibeasts before they all went outside to hunt for them.

Children enjoy attending and chat happily with their friends and staff throughout the session. They understand and are familiar with the routines. For example, children enter the hall and put their bags in the designated area, get their snacks out before going to the toilets to wash their hands prior to eating. Children clearly understand what will happen next during the session which creates a sense of belonging. They are relaxed and at ease with staff. Some children attend the club frequently and have done for many years and have built strong bonds with staff and friends.

Children are considerate to their friends and understand they may have different needs. We saw children offer to hold their friends' water bottles for them and help each other water the plants in the garden area. Children use the space cooperatively and are learning to share and take turns. For example, a group of children worked together tidying the garden area, telling us "*We're doing teamwork*!" Children have respect for toys and the surrounding environment. We saw children place their rubbish in the bin provided and carefully stack their chairs once the session had finished.

Children engage happily in activities of their choice. They have the space and time to follow their interests and their individual needs are met. Children choose to play alone, with other children or alongside a member of staff. We saw older children play football with their younger friends and include a member of staff in their game too.

They focus on a task for an appropriate length of time for their age and stage of development. For example, a couple of children spent a long time raking up the bark and loading it into a wheelbarrow whilst others moved around different activities. Children have good opportunities to develop their independence skills. For example, they access the familiar school toilets independently and line up together before they go outside.

Care and Development — Good

Staff members implement thorough procedures to meet children's needs and ensure their safety and well-being. Staff demonstrate good infection control through regular handwashing and wiping tables. They record allergies and health conditions and manage them through appropriate procedures. Children provide their own snacks and water bottles. Staff members have undertaken appropriate safeguarding training. They demonstrate a

good understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff note early concerns and incidents well but do not record follow up actions taken as a result. There are suitable systems of reporting accidents and the administration of prescription medicine. Staff collect all relevant information about children prior to them starting at the club and use a password system to ensure safe pick-up procedures are in place. Staff record their own and children's attendance each day however they do not record the arrival and departure times for each session.

Staff are polite and friendly role models. Consequently, the children behave very well and benefit from the consistent approach and mutual respect shown. We saw staff ask children about their day and chat about the children's family outside of school. Staff praise good behaviour, "*good walking, well done*" which encourages children to make good choices and ensures consistency with the expectations when they are in the setting. Staff know the children's interests and needs well and respond appropriately to them. Children who require one to one support receive it from a staff member who knows their needs well. This provides consistent support for children with additional needs.

Staff have a good knowledge of play-based learning and are appropriately qualified. They provide a range of activities, which appeal to the children's individual interests. They plan activities, ask children for their feedback and encourage them to give ideas of their own. Staff provide a planned activity each day and are currently working their way through the 30-day nature challenge where children have learnt about different insects, flowers, plants and habitats. Staff members use a good range of incidental Welsh.

Environment — Good

People who run the setting ensure the environment is safe for children as appropriate policies and procedures are implemented. There is a locked front door and visitors to the service are required to sign in and out at the school's main office. Visitors are also recorded within the club's registers however the time of arrival and departure is not noted. There are detailed risk assessments in place for activities and resources. People who run the setting review these regularly and mitigate risks if required. Staff complete detailed daily safety checks and visual risk assessments for all areas used by children. They store hazardous substances securely in a locked cupboard along with confidential records and information. Although the building is cleaned by an external agency, staff ensure the hall area is clean and tidy when in use. People who run the setting ensure all routine safety checks are carried out for the building such as an electrical safety test, smoke alarm and fire safety equipment testing.

The club is based in a calm and welcoming environment which provides good indoor and outdoor space for children to play. It is run from the main school hall with use of an alternative classroom if needed. The hall is bright, clean and well-maintained and offers a large space for children to play in. Children's toilets are located a short distance from the hall and are supervised by a member of staff when used. They are well stocked with soap to promote an infection free environment. Children use appropriately sized tables and chairs that provide a comfortable space for activities. The club has access to a large outdoor field area as well as a smaller garden with a mud kitchen area. Children were keen to show us an allotment with a designated planting area for the after-school club. We saw children enthusiastically pick the apples ready to take home. The club uses a display board to further children's feeling of belonging. This has photographs of the children taking part in different activities at the club such as water fights and parachute games and gives children opportunity to influence their environment.

The club has a good variety of resources which are stored in a locked cupboard. Children are familiar with what's available and request items they wish to use. People who run the setting ensure all resources and equipment are of good quality and there are plenty for each age group of children attending. Outdoors there is a large storage container which stores outdoor equipment such as balls, role play and wheeled toys. Children are invited to choose toys and resources from there.

Leadership and Management — Good

People who run the setting are keen to raise standards and provide an effective service to children and their families. They demonstrate a sound understanding of the Regulations and National Minimum Standards under which they are required to operate. They provide parents with a detailed statement of purpose including information about how the setting runs. They have a wide range of detailed policies and procedures and people who run the setting review and update these at least annually. During the inspection the child protection policy did not refer to the up-to-date safeguarding procedures. People in charge updated this immediately after the inspection visit. People who run the setting ensure all required information is kept for children and staff and is stored and managed suitably. They obtain permissions from parents for all relevant activities affecting children's care.

People who run the setting carry out an annual quality of care review of the service provided. This review includes the views of parents, children and staff and sets targets for the forthcoming year. There is a suitable complaints policy available for parents. People who run the setting completed and submitted he Self-Assessment of Service Statement (SASS) on time to Care Inspectorate Wales (CIW). People who run the setting notify CIW of events and changes to their service as required.

People who run the setting carry out appropriate checks to ensure staff are suitable to work with children before they take up their post. People who run the setting have efficient systems to ensure all staff have a current disclosure and barring service certificate (DBS) and they undertake all mandatory training when needed. They provide regular additional training opportunities. People who run the setting carry out annual appraisals, however they do not record regular supervisions with staff members. Conducting these frequently would allow staff time to reflect on their strengths, any concerns and support their professional development. Staff members said they feel supported by management and were very happy working at the setting. People who run the setting ensure suitable ratios of staff to children are always maintained to ensure children are well cared for.

Partnerships with parents are very good. Parents' feedback in questionnaires was very complimentary of the care their children receive. The club works well with the school in which it is based and ensures there is a consistent approach to the care provided to the children.

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 5 - Records	Record follow up actions when documenting concerns and incidents
Standard 13 (Day Care) - Suitable Person	Ensure staff have regular supervisions
Standard 5 - Records	Record accurate times of staff, child and visitor attendance

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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