Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Radyr Scout Hall Breakfast & After School Club

First Radyr Scout Group Hall
Heol Isaf
Radyr
Cardiff
CF15 8AF



Date Inspection Completed

24/10/2024

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About Radyr Scout Hall Breakfast & After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Go 2 Play Limited
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert] 28 September 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Adequate**
Leadership and Management	**Good**

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

Summary

Children are happy, settled and enjoy attending the setting. They can make choices about how they spend their time and where they play. They form strong bonds with staff and feel safe and secure in their care. Children are very enthusiastic in their play and learning. Their independence is consistently encouraged throughout their time at the setting.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff know children very well and ensure they provide care that meets individual children's varying needs.

The environment is safe and secure. A good range of toys, equipment and resources promote children's play. People who run the setting set up the room daily to create an inviting space for children.

People who run the setting are experienced, motivated and dedicated to delivering good quality childcare. They continually look for ways to improve their service. Required policies and records are in place. People who run the setting ensure staff are suitable to work with children. Parents and carers are confident in the setting and the quality of the care their children receive.

Well-being — Good

Children can make choices about how they spend their time at the setting. For example they choose what and how much they eat from a range of healthy foods. They choose whether to play alone or with others and move easily between the activities, toys and resources. Children express themselves readily, as staff listen to them attentively and value what they say. Children's voices are strong at the setting. They have good opportunities to express their views through children's questionnaires and informally, through chatting to staff.

Children are settled, confident and enjoy attending the setting. They eagerly greet the staff who arrive to collect them from school. Children of all ages form positive relationships with the staff team and feel secure and relaxed in their care. They come confidently to leaders to tell them if they are worried about anything. Children chat happily to staff as they play and learn, showing them what they are doing and involving them in their play. For example, they create an obstacle course and ask staff for ideas about how to complete it whilst they eagerly demonstrate their physical skills. Children are very familiar with the routines of the setting, and this gives them a sense of security and belonging. They come readily to the tables in preparation for snack time.

Children have positive, healthy relationships with their friends. They play happily alongside each other. Children chat animatedly together as they carry out a craft activity. They are learning to co-operate and consider the needs of others. Children respect the needs of other children who want to play alone, resolve minor disagreements independently and share resources between them during craft activities. They show respect for others and for the resources and toys.

Children are enthusiastic and interested in their play and learning, following their own interests with the resources available. Some children are absorbed in playing football outside whilst others enjoy a turn on the games console and others are engrossed as they use craft beads.

Children have good opportunities to develop their independence skills. They access the toilet independently and are responsible for their coats and bags.

Care and Development — Good

Staff have a good understanding of their roles and responsibility to keep children safe. They have a clear understanding of safeguarding issues, the signs and symptoms of abuse, and their own duty to report any concerns. Staff record concerns, accidents and incidents appropriately; however records of outcomes are not always kept. A new system to record pre-existing injuries has recently been introduced. Regular fire drill practices ensure staff and children are aware of how to leave the building safely. Staff promote health and hygiene at the setting. We saw them encouraging healthy eating at snack time. Information relating to children's allergies and medical conditions is shared and accessible to all staff. They consistently implement the robust systems they have developed for the safe management of food allergies. Staff follow appropriate procedures for the administration of prescribed medication and have recently revised their systems for recording this to ensure they are compliant with regulations. They keep accurate registers of children's attendance.

Staff are excellent role models. They are very kind and patient, genuinely showing interest and care in all that they do. They work extremely hard to ensure children feel valued and enjoy their time at the setting, having fun with the children whenever they can. They know children very well and are extremely responsive and nurturing, and in turn children approach them with great ease. Staff manage interactions and behaviour skilfully, using gentle tones, clear boundaries, encouraging children to think of things from other children's point of view and using plenty of meaningful praise for children's efforts and achievements.

Staff know children and their individual needs very well. They naturally adjust the care and behaviour strategies they use to suit each child. Children with additional learning needs are supported appropriately and staff ensure they receive care which meets their needs. Staff keep basic records of children's details and medical information; these are organised and generally up to date. However, more detailed information regarding individual behaviour strategies and likes and dislikes are not always available in children's records. Staff naturally extend the play and learning of children through chatting to them about what they are doing.

Environment — Adequate

The setting operates from a local community building a short walk from the school. The environment is generally safe and secure. Staff ensure only authorised entry to the setting and maintain a visitors' log. Staff make daily checks before the start of each session to ensure risks are eliminated and the facilities are clean and suitable. The outdoor play area is securely fenced. If children are playing outside, staff ensure they play in an area which they can safely supervise. Staff manage the transition to and from school very safely following clear procedures.

The main room available for the children is furnished basically; staff adapt it to meet the needs of children at different times. Tables are put out for snack time and then re-purposed later for other activities. Staff make imaginative use of the resources at their disposal to make the room more interesting and inviting to children. For example they create an effective den by draping material over tables. Staff work hard to set the room up with plenty of resources accessible to children so that children are immediately engaged and can find things to interest them. There is a smaller room which is mainly used for children to enjoy a turn on the games console. However there is not a designated area for children to relax and rest quietly. There are a suitable number of toilets and hand washing facilities for children to access independently. The setting has its own notice board display with information regarding the club, giving children a sense of the out of school club's identity and a sense of belonging.

People who run the setting set up and pack away for each session from their storage area within the building. The setting has a large selection of toys and resources for indoor and outdoor use, ensuring all children can find things to interest them. Resources are clean, safe, and appropriate for the various age groups that attend. People who run the setting are pro-active in reviewing the resources belonging to the club to see if any additions are needed.

Leadership and Management — Good

People who run the setting organise their service well and have a strong sense of purpose. They are well qualified and experienced. They place a high priority on providing children with positive, worthwhile play experiences and a setting where children can feel at home and valued before and after school. There are clear policies and procedures in place, however, at the time of inspection, some needed minor alterations to ensure they were compliant with National Minimum Standards and Regulations. There is a clear and up to date statement of purpose enabling parents and carers to decide if the setting is right for their child.

People who run the setting carry out good quality self-evaluation and plan for improvements. They obtain feedback from parents, children and staff to produce a Quality of Care review annually. This is a meaningful process that seeks to drive improvement at the setting. They have fully engaged with Care Inspectorate Wales (CIW) during this inspection process and have been eager to find ways to improve practice.

There is a strong staff team who are committed to the vision and ethos of the setting. Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. The person in charge is organised and approachable and manages the staff team well, ensuring they are clear on their roles each day. There is a positive and open culture within the setting, where staff feel valued, supported, and able to make suggestions. Regular staff meetings and feedback sessions ensure information is shared well between the team. New staff receive excellent inductions, and the person in charge ensures all staff receive annual appraisals and regular supervision sessions. There are good working relationships between the Responsible Individual, Person in Charge and the general staff team, and regular informal communication. However formal supervision sessions and annual appraisals of the Person in Charge by the Responsible Individual have not been regularly recorded.

People who run the setting and staff seek to establish positive relationships with parents and maintain good communication. They share some information via an app and also at handover at the door. Staff provide opportunities for further discussion if needed. People who run the setting and staff ensure when there are concerns about children’s progress, development, or behaviour, they share information and work with parents and professionals to support children. Feedback received from parents shows they value the setting and the good quality care it provides.

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)
Standard 22 - Environment	Consider how to organise the indoor space to ensure that there is an area for children to relax and rest or play quietly.

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 that follow-up actions and outcomes are included on all records of concerns and incidents.
Ensure information regarding individual likes, dislikes and behaviour strategies is recorded on children's records to ensure consistent and responsive care.
Review Policies and Procedures to ensure they meet National Minimum Standards and Regulations and reflect the Welsh context.
Ensure regular Supervision and Annual Appraisals of the Person in Charge are formally carried out and recorded.

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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