Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**The Old Church Rooms After School Club**

**Old Church Rooms**
**Park Road**
**Radyr**
**Cardiff**
**CF15 8DF**



## Date Inspection Completed

01/10/2024

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# About The Old Church Rooms After School Club

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Out of School Care |
| Registered Provider | Go 2 Play Limited |
| Registered places | 70 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 28 February 2019 |
| 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 | **Excellent** |
| Care and Development | **Good** |
| Environment | **Good** |
| Leadership and Management | **Good** |

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

## Summary

Childrenare very happy, settled and enjoy attending the setting. They have many choices about how they spend their time and where they play. They form very strong bonds with staff and feel safe and secure in their care. Children are extremely 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, secure, clean, and well maintained. A good range of toys, equipment and resources both indoors and outdoors promote children's play. People who run the setting thoughtfully set up the rooms 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 Excellent

Children make many 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 interesting choices of activities and areas and between indoors and outdoors. Children express themselves very confidently, as staff listen to them attentively and value what they say. They chat extremely happily to staff as they play and learn. Children's voices are very strong at the setting. They have excellent opportunities to formally express their views. For example through children's questionnaires and use of a suggestions box, and informally, through chatting to staff. Children have excellent opportunities to be part of planning that affects them. For example, they are included in the process for deciding what the rules of behaviour are and these jointly decided rules are clearly displayed, giving them a sense of belonging and ownership.

Children are extremely settled, confident and enjoy attending the setting. They arrive happily in the morning for breakfast club and when collected from school in the afternoon, they eagerly greet the staff who collect them. Children of all ages form highly positive relationships with the staff team and feel very secure and relaxed in their care. For example, they laugh and joke happily with staff as they eat their breakfast and immediately tell staff members when they need help or if they are worried about something. Children are very familiar with and evidently enjoy the routines of the setting and this gives them a sense of security and belonging. For example, children come eagerly to the tables ready for snack time and line up calmly ready to go to school.

Children have very positive, healthy relationships with their friends and staff. They play happily alongside each other. For example, some children chat animatedly together as they eat snack and laugh together as they play a game. Children are learning to co-operate, for example they share resources between them as they engage in junk modelling and take turns to use the hammock, respecting the safety rules the staff explain while using it. They show respect for others and for the resources and toys.

Children are very enthusiastic and interested in their play and learning, following their own interests with the resources available each day. For example, some children are absorbed in playing with cars and dinosaurs whilst others concentrate as they create bracelets and other craft items. Others who want to relax choose to watch part of a film. Children have good opportunities to develop their independence skills. For example, children 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 been implemented during the inspection. 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. For example, we saw them encouraging healthy eating at snack time and ensuring children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. 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. They follow appropriate procedures for the administration of prescribed medication and have revised their systems for recording permissions and the administration of this during the course of the inspection. Staff generally keep accurate registers of children's attendance using an online system, however varying connectivity issues can lead to a delay in registering some of the children as they arrive.

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 — Good

The setting operates from a local community building a very 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. Although the building is secure from outside entry due to a secure system, the doors can be opened from the inside. Whilst this improves ease of evacuation in a fire, they also make it possible for children to leave the property independently and access the road through the gate. To date this has never occurred, and staff manage this risk through supervision of the children. However, the risk assessment regarding this would benefit from reviewing to ensure it is very robust. Staff are very organised and conscientious and make detailed daily checks before the start of each session to ensure other 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. Routine maintenance checks for the building are undertaken and gas and electrical safety certificates are in place. There are thorough and effective risk assessments in place for the areas used by the setting and the activities undertaken. Staff manage the transition to and from school very safely following clear procedures.

The rooms available for children to use are bright with plenty of natural light by day and good electrical lighting after dark. The variety of available rooms and the outdoor space ensures there is a suitable area for children to eat their food and children also have a wide choice of activities and areas to spend their time. Staff arrange the rooms so there are different areas or 'stations'. At these, children can participate in various activities such as craft, puzzles, and free play with various kinds of toys, whilst there is also ample space for children who wish to play on the floor. For example, some children choose to play in the outdoor area, using the outdoor toys or taking turns to climb into the base of the small tree. Others play games indoors, engage in craft activities, play imaginatively with toys whilst others go upstairs and relax and watch a film. 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. There are ample storage facilities for the setting's resources. Children have free access to what staff put out for them, and resources are rotated between sessions.

## Leadership and Management — Good

People who run the setting organise their service well and have a strong sense of purpose. They are well qualified, experienced, and committed to high standards in the care they offer. They place a high priority on providing children with positive, high-quality 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 some 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 very 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 very organised and approachable and manages the staff team extremely 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 and provide opportunities for further discussion if needed. They 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 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 | Review the system for Registering children to ensure it is accurate at all times. |
| Standard 24 - Safety | Review Risk Assessment regarding the possibility of children leaving the property to ensure it is robust. |

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. |
| 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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