Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hope After School Club and Holiday Club

Ysgol Estyn
Hawarden Road
Hope
Wrexham
LL12 9NL



Date Inspection Completed

05/08/2022

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About Hope After School Club and Holiday Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	ABC Day-care Nursery Ltd
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 8 April 2019
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	**No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.**

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 have a strong voice and a say in the care they receive and how they spend their time. They form positive relationships with staff and other children helping them to feel happy and settled. Children interact well, enjoying the activities and play experiences they have.

Staff follow effective policies, procedures, and routines to keep children safe and promote a healthy lifestyle. They interact well with the children and promote positive interactions and behaviour. Staff are effective in planning suitable activities to support children's learning, development, and enjoyment during their time at the club.

The environment is safe and secure with regular risk assessments and checks conducted by people who run the setting. They provide an environment that allows children to play and learn indoors and outside. People who run the setting ensure it is equipped with suitable resources and facilities.

People who run the setting manage the club and the staff well. Paperwork is reviewed regularly and updated when needed. Staff enjoy working at the setting, helping to create a calm and welcoming atmosphere. Regular reviews are completed on the care provided which helps people who run the setting plan for improvements.

Well-being — Good

Children are confident communicators, expressing themselves and their needs well. They know staff will listen and respond appropriately and with interest. Children's views are collected and considered as part of planning and identification of any improvements needed. For example, children were asked what new resources they would like for the club. Children happily move around the environment, freely accessing the areas of learning and resources, choosing what they want to play with. Children have a range of foods to choose from during snack time and have an opportunity to help themselves to more if they wish.

Children are familiar with their surroundings and receive appropriate comfort and support. This helps them feel relaxed and comfortable. Children develop friendships well, including those from schools other than the one where the club is held. Children have good relationships with the consistent staff and happily approach them for support or to join in with an activity. For example, a group of children were enjoying playing a game of pool with a member of staff.

Children interact well for their age and stage of development. They play alongside each other in a respectful and kind way, learning to share and use space and resources well. For example, when waiting for the tongs during snack time. Children respect the resources, using them appropriately and returning them when they have finished.

Children are inspired to take part in activities that allow them to follow their interests. They enjoy the play opportunities and resources available to them. For example, children having lots of fun playing on the pogo sticks and using the skipping ropes. Children eagerly shared what they were doing with us, evidencing their enjoyment. Those we spoke with said they enjoyed attending the club and especially enjoyed playing outside.

Children have good opportunities to develop a range of skills including independence. They can serve themselves snack and access resources from those freely available. Children have the opportunity and support to take measured risks and develop their physical skills. For example, when climbing on the fixed play equipment and receiving support from staff to climb the rope obstacle.

Care and Development Good

Staff have a clear understanding about their role in keeping children safe and follow the settings effective policies and procedures. Staff know the procedure they should follow if they have concerns about a child and have up to date safeguarding training. Fire drills are practised regularly so staff and children are aware of the routine to follow if they need to evacuate the premises. Staff also ensure fire drills are conducted when new children attend so they are also aware of the procedure. Staff keep appropriate records of any existing injuries on the children. They record accidents and incidents appropriately and these are shared with parents.

Staff implement routines to help support and promote a healthy lifestyle. Tables are cleaned prior to them being used for snack and children are encouraged to wash their hands throughout the session. Healthy food choices such as fruit are made available for snack and children have access to drinks throughout the day to ensure they remain hydrated. Staff provide children with plenty of chances to be active and get fresh air through opportunities to access the outdoors.

Staff are good role models, and they have a warm and caring manner with the children. They are polite, well-mannered and treat the children fairly and with respect. Staff interact well with the children, becoming actively involved in their play and learning when it is appropriate to do so. Staff manage behaviour well, tailoring their responses to the needs and abilities of the different ages and stages of development of the children.

Staff know the children well and provide suitable care and experiences for the individual needs of each child. They adapt routines and opportunities to ensure all needs are well catered for. Staff allow children to have free choice in how they spend their time and plan and offer suitable activities. These allow children to have a range of play and learning experiences. Staff successfully plan activities to allow children to follow their interests and remain engaged. For example, different themed days such as pyjama day and watching a film.

Environment — Good

People who run the setting ensure the environment is safe. The entrance is secure, and visitors are recorded so the information can be referred to if needed. Risk assessments are conducted regularly to make sure the environment is free from hazards. The environment is suitably maintained and checked regularly to ensure no new hazards have arisen. Outside is surrounded by secure fencing and is a safe space for children to play.

The club is situated within the school and although it is generally set up and packed away before and after each session. It is a suitable space with plenty of room for children to play and take part in a range of activities. For example, children were playing floor games, tabletop games and using the space to sit comfortably and have quiet time or catch up with friends. Outdoors is utilised well, and the setting has use of most areas of the school. This includes a large field, artificial grassed sports area, and fixed play equipment, which children enjoyed as they could balance, climb, and swing.

The environment is equipped with suitable resources that are appropriate for the ages and stages of development of the children. Resources are of a good quality and are stored appropriately to keep them clean and well maintained. Suitable facilities are available including toilets and kitchen area for preparing snack. There is a range of suitably sized furniture including chairs, which ensure children can be independent and comfortable. Equipment and resources outside are of a good quality. They give the children opportunities to be active and take measured risks in a safe environment. For example, riding on the trikes and other equipment.

Leadership and Management — Good

People who run the setting have a good understanding of the service and care they offer. They have a statement of purpose that reflects current practice and contains all the required information needed for parents so they can decide if it is the right care setting for them and their children. Policies and procedures are updated regularly, and the setting is currently in the process of reviewing all policies and going paperless. People who run the setting ensure all paperwork is completed satisfactorily including children's records and insurance. It is organised well, so it is easy to find the information needed.

People who run the setting understand the importance of evaluating the care they offer. They effectively gather the views of parents, children and use advice from previous inspections to plan and make improvements. For example, providing tongs and allowing children to serve themselves snack to encourage independence.

People who run the setting manage staff well. They have a robust recruitment program in place that ensures children are supervised well by suitably qualified and trained staff. All required information is gathered for staff files but these are not always available at the setting as the staff work across a number of different services. Staff confirmed they have regular meetings and opportunities to speak with people who run the setting so information can be shared, and training identified. Staff we spoke with said they felt confident to approach people who run the setting if needed. They all said they enjoyed working there with comments such as "*I have never worked anywhere else where I have been so happy.*"

People who run the setting have a good relationship with the school. This helps the children feel relaxed and comfortable. The relationship also allows facilities, resources, and good practice to be shared. People who run the setting effectively use outside agencies to support the experiences and opportunities children have. For example, inviting a dance and theatre club to the setting to work with the children.

Recommendations to meet with the National Minimum Standards

R1: Continue to review all policies and procedures

R2: Ensure there is evidence at the setting that all staff suitability checks have been undertaken.

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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