Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Summerhouse Out of School Club Ltd

85 Dyserth Rd
Rhyl
Denbighshire
LL18 4DT

Date of inspection: March 2024

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Summerhouse Out of School Club Ltd

Name of setting	Summerhouse Out of School Club Ltd
Category of care provided	Full Day care
Registered person(s)	
Responsible individual (if applicable)	Heidi Crompton
Person in charge	Amanda Dickin
Number of places	34
Age range of children	2 years to 11years
Number of 3 and 4 year old children	27.
Number of children who receive funding for early education	12
Opening days / times	Term time and holidays 7.30 to 18.00
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.’
Date of previous CIW inspection	29/07/2022
Date of previous Estyn inspection	This is the first inspection by Estyn
Dates of this inspection visit(s)	19/03/2024

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Ensure that professional learning opportunities meet the needs of the practitioners in supporting children's learning

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children are happy, active, curious learners who make choices in their play confidently. They move around the resources and activities freely and make decisions around what and where they want to play. Nearly all children communicate successfully with practitioners as they know practitioners will listen and respect their choices.

Nearly all children settle exceptionally well and play alongside their friends confidently. They are familiar with the daily routine, and this gives them a strong sense of security and belonging. They form warm relationships with practitioners whom they approach for a cuddle and reassurance or to proudly show what they have made. Nearly all children respond exceptionally well to positive words and signs of encouragement by smiling and concentrating for longer.

Nearly all children interact with each other and practitioners superbly well. They are respectful and co-operative, and listen to instructions effectively. They are beginning to form friendships and enjoy playing together. Many children are kind and thoughtful towards each other. For example, they help with the putting on of a coat or letting a friend take their turn when pouring milk at snack time.

Nearly all children are active and enjoy their play and learning. They enjoy following their own interests and explore new things confidently, for example when mixing paint to find new colours and shades. Most children are developing their learning highly effectively. They engage well in the activities and the resources available to them and nearly all persevere to finish tasks, for example lining shapes in row or making patterns by punching holes in cardboard.

Nearly all children are starting to take responsibility for their environment and recycle card ready for collection and left over food from snack which they put into a food recycling caddy effectively. They use the garden daily to develop their imaginative play and physical skills. For example, children enjoy playing in the outdoor kitchen and decorate serving plates with petals they find in the garden.

Most children develop their communication and social skills successfully through activities such as visits in their local area and visitors to the setting including a therapy dog which boosts confidence, listening skills, and patience. These activities help children to gain a sense of belonging and promote their independence skills well.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Nearly all children make good progress from their starting points. Most children talk about themselves or friends enthusiastically, for example when discussing what they do at home or the clothes they are wearing. Most children join in with Welsh songs and rhymes and a few children use their Welsh language skills effectively.

Most children show enjoyment when listening during circle time and carry out simple tasks in response to instructions, for example when tidying up at home time or making sandcastles. Many children speak with confidence to adults and to their friends and have well-developed language skills and are developing an extensive vocabulary. For example, they enjoy talking confidently about rolling large hoops across the outdoor area and what they enjoy eating for their snack. Many children begin to develop their reading skills appropriately. They choose books independently and, talk happily about the illustrations and characters with their friends. A few children enjoy noticing the world around them for example pointing to aeroplanes in the sky, listening to birds singing in the trees and discussing going on holiday.

Many children are developing their mark making skills appropriately. They use a variety of writing tools, such as chalks, paints, and pens, to make meaningful marks. Most children are developing their creative skills successfully, for example cutting and sticking shapes to make an Easter card.

Nearly all children use mathematical language in their play successfully. During their play most children use the names for colours and talk about the shapes that they recognise accurately. Nearly all children develop their number skills well. For example, they naturally count to three during their play, when climbing or when getting ready to throw a ball. Most children count reliably to ten and enjoy joining in with singing counting songs and rhymes. Most children talk confidently about different sizes of objects, for example, when playing with containers in the water tray.

Most children develop their co-ordination appropriately. For example, with support they cut fruit, spread cheese on crackers and pour milk and water accurately Nearly all children use a suitable range of resources during their play to support and challenge their physical skills. For example, they pedal trikes and roll large hoops in the outdoor area.

Nearly all children are developing their digital skills well. They use resources such as torches and switches to turn lights on and off and handle them with ease and confidence. A few children use tablet computers to play simple word games to support their knowledge of letters and sounds.

Most children are developing their social skills effectively. For example, they play co-operatively with their friends to feed a baby in the role play area.

Care and development: Good

Practitioners support children's health and well-being highly effectively They attend appropriate training and follow good practice relating to safeguarding children, knowing how to respond if concerns arise. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Practitioners record minor injuries accurately and communicate these effectively to parents and carers. They conduct regular safety checks including risk assessments and fire drills. Practitioners ensure that children wash their hands appropriately, such as when coming in from being outside and before eating. They follow good hygiene practices by wearing aprons and gloves as they serve meals and prepare snacks. In addition, there are suitable processes in place to record children's allergies. Leaders ensure that individual details including health care needs are fully documented, which enables practitioners to provide a good level of care for the children.

Practitioners provide exceptional support for children. For example, when they arrive, they are welcomed at different points by practitioners as they walk from the gate to the nursery. They interact positively, demonstrating warmth and kindness, taking children's choices and decisions into consideration. Practitioners are calm and gentle and use positive behaviour management strategies effectively. As a result, they focus on the interests of the child, their individual needs and development exceptionally well. They speak and sign to communicate with children sensitively and nurture children's play through their kind interactions well. They frequently praise children for their efforts. For example, they complement children for good balancing as they cross a wobbly bridge they have made from loose parts. Practitioners provide children with a good range of resources, that allow them to make decisions around how they play. They allow children time to experiment and take risks in their play, knowing when to join in when to offer a helping hand. As a result, practitioners promote children's play, learning and development highly effectively.

Practitioners adapt the provision effectively to support them. They have successful procedures to support children with their emotional well-being such as visits from a therapy dog. Practitioners have a good awareness of additional learning needs and they work with other professionals such as speech and language to support the children effectively. Practitioners have exceptionally positive relationships with parents. As a result, they know children well, which helps them to develop a strong sense of belonging at the setting. They allow plenty of time at the start and end of the session to speak to parents and update any information.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners provide children with a wide range of purposeful and stimulating experiences in the indoor and outdoor areas and support children to follow their interests well. Practitioners provide worthwhile learning opportunities that enable children to develop their literacy and communication skills, such as looking at books, singing together and engaging in conversations about their families.

Practitioners have a good understanding of how children learn through play and exploration. They ensure that children enjoy an appropriate range of play opportunities and support them to follow their interests well. Practitioners actively encourage children to ask and answer questions. For example, during snack time they discuss the types of fruit they enjoy eating. These interactions support the development of children's language skills well. Practitioners encourage children to develop their numeracy skills effectively through activities, such as counting the number of children present and counting to five when throwing and catching. They support children to fill and empty containers with water and to search for shapes in the outdoors. These experiences help children to develop their numeracy skills well.

Practitioners know when to intervene appropriately during activities to help children develop their independence skills. For example, they encourage children to put on their coats by themselves and wash their hands before snack time. Practitioners provide a range of resources and materials that encourage children to solve simple problems in their play.

Practitioners provide useful opportunities, support and resources that help children develop their physical skills successfully. They encourage children to enjoy the outdoors through a range of interesting experiences, which help them to appreciate and enjoy the world around them.

Practitioners promote Welsh during sessions effectively. They praise the children for using Welsh phrases, talking about feelings and singing Welsh songs, which encourage the children to develop their Welsh language skills well. They promote the Welsh culture through celebrating St David's Day and making visits to the local area where they see landmarks. This ensures that the children develop their understanding of belonging well.

Practitioners are becoming familiar with the requirements of Curriculum for Wales, and they encourage the children in their play appropriately. They have a good understanding of child development and have high expectations for all. This enables them to support children effectively at various stages of their learning.

Practitioners use observations and assessments to ensure children are making progress in all developmental areas and their interests are followed. These observations help practitioners to plan next steps for children's learning and support the planning process effectively.

Environment: Good

The environment is light, bright, and well maintained throughout. Leaders ensure that the environment is safe for the children to learn and play effectively. For example, the

main doors are locked, and visitors provide identification, and sign in and out of the setting. Risk assessments on and off site outline any potential hazards to children and measures are in place to manage these effectively. Good attention to infection control means that he setting is clean, and leaders ensure an effective level of daily hygiene. Practitioners carry out and record regular fire drills, so children know how to evacuate safely in the event of an emergency. Leaders make sure that everyone understands their responsibilities in relation to the safety and welfare of children.

Leaders provide an effective, calm and well-organised learning environment with plenty of space for children to move around freely and make choices about what to play with. Displays of children's work help to give them a sense of achievement and belonging. There are suitable facilities including storage, toilets, and a nappy changing area. The main room, garden and outdoor classroom are full of interesting resources, which consider children's individual interests and help them to develop their problem-solving skills effectively. The setting has quiet areas such as a tent for children to retreat to and have space on their own or with practitioners. There are beneficial opportunities for children to develop their physical skills and explore the natural world. For example, the wild area and bug hotel offer children valuable opportunities to learn about the insects that visit their garden.

Leaders ensure that children have easy access to a range of resources and equipment that are well maintained and of good quality including recycled materials and real-life objects. These resources enhance children's curiosity and imagination and promote their learning successfully. There are suitably sized tables, chairs and mats, which enable everyone to work at their level of choice. Practitioners organise the resources so that they are easily accessible to children, which helps them to develop their independence skills and allows them ownership of their play.

Leadership and management: Good

Leaders have created a happy and caring learning environment. There is an effective commitment to collaborative working throughout the setting, and as a result this has a positive impact on the provision for children. They work on improving provision and children's outcomes diligently.

Leaders and practitioners have clear roles and responsibilities. They interact with each other to support the children's learning and development effectively. The statement of purpose is clear and provides an accurate picture of the setting, allowing parents and carers to make an informed decision around the suitability of the setting for their child. Leaders share a clear vision for the setting and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting.

Through their purposeful use of self-evaluation procedures, leaders and practitioners have effective arrangements for identifying strengths and areas for improvement and all practitioners are committed to improving outcomes for the children. Leaders are proactive and respond swiftly to areas of improvement.

Leaders make good use of practitioners and resources to support children's wellbeing, play and learning. Appraisal systems promote reflection and identify areas for improvement successfully, which supports practitioners to develop their skills and

knowledge well. For example, training on sign language has had a positive impact on practitioners' confidence, and this has led to an increased use within the setting to support children's communication skills. Practitioners feel valued and supported and there is a positive atmosphere of teamwork throughout the setting, which effectively supports the children. However, there is insufficient training to support leaders and practitioners to develop the curriculum and ensure the setting provides the best outcomes for children's learning.

Leaders have established useful partnerships with a range of local groups. Recent visits such as to the railway station in Rhyl support children's understanding of the local area. Practitioners keep parents and carers well informed about their children's learning, through a secure social media platform. Leaders ensure that practitioners are aware of the support that is available to support children particularly those with additional needs, for example access to beneficial speech and language support for children and their families. The setting has strong links with local schools, which support children in their next stage of education well.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Publication date: 24/05/2024

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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Date Published 24 May 2024