Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Beech Tree Before and After School Club

Drury Primary School
Beech Road Drury
Buckley
CH7 3EG



Date Inspection Completed

03/07/2024

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About Beech Tree Before and After School Club

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Beech Tree Before and After School Club
Registered places	61
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration visit.
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

The well-being of children is at the centre of this out of school club, providing wrap around care for children aged three to eleven years. Children have plenty of say in what they do when attending. They have suitable play and recreational experiences which meet their needs. Children attending after their nursery sessions have opportunities to develop skills appropriate for their age and stage of development. Older children attending use the time to relax, play and engage in activities which interest them.

Staff understand their roles and responsibilities well and cater for the needs of all children successfully. The interactions between staff and children promote children's social skills and well-being. Staff provide appropriate resources and activities which keep children stimulated and busy. They implement the setting's policies and procedures and routines to ensure children are kept safe, healthy, and happy.

The new 'lodge' provides a suitable, safe, and secure environment where children can relax and have fun. People who run the setting ensure children are provided with suitable opportunities to play and learn indoors and outdoors. Resources are of a good standard and are kept clean and suitably well maintained.

People who run the setting manage it well and have a good understanding of the type of care they offer. They are developing the systems in place to evaluate the setting effectively, and to make further improvements. There is a good team of staff who work well together to ensure the sessions run smoothly and to provide appropriate care.

Well-being — Good

Children's well-being is a priority at this setting. Children are encouraged to use their voices, so as to be heard and listened to. They communicate confidently with their peers and are responded to promptly and appropriately by staff. Children move freely around the setting and outdoors, choosing where to play, with whom, and with which resources. For example, some children chose to engage in art and craft activities indoors whilst others played outdoors, with water, riding on bikes, and playing with sports equipment.

Children enjoy attending. Eleven three-year-olds joining the setting after attending a nursery session in the school, enjoyed playing in the learning and play areas which had been set up for them. They separate well from their teacher in school and turn up happy and content. Older children attending after school are eager to find the equipment they want and to have a snack. All children are familiar with the routines, playing outdoors, and for example waiting to be called in for their snack. Children have a good sense of belonging as the building is used exclusively by them and is separate from the school. They are familiar with the staff, as the majority also work in the school. Children develop positive relationships with the consistent staff team, whom they confidently approach for comfort and support when needed. Children behave well and are respectful towards staff.

Children understand the need to respect the feelings of others and to help others when they can. Older children enjoy the company of the younger ones and siblings. There is a family atmosphere providing plenty of opportunities for children to receive support and attention from staff. Children play alongside staff who are keen to join in with their play.

Children receive the support and encouragement needed to succeed in tasks and activities of interest to them. They develop their skills appropriately for their age and stage of development. For example, all the nursery children were used to putting their heads in the hoods of their coat before trying to place their arms in the sleeves, the majority succeeded in doing this independently. Children have access to a wide range of resources which they access independently, and which allow them to follow their own interests. Children enjoyed colouring, playing with dolls, and making cards for a child celebrating a birthday. They found aprons to put on when choosing to play in the mud kitchen or with water and found the utensils they needed to dig.

Care and Development Good

Staff implement effective policies and procedures and routines to ensure children are kept safe, healthy, and happy. These are shared electronically with parents and carers. Records are stored electronically on a tablet used confidently by staff and monitored by leaders. These include children's registration records, forms for recording accidents and incidents. Parents are informed of accidents for example via messages sent automatically from the records management system. They also receive a phone call if needed when accidents are urgent and/or concern injuries to the head. Parents can see where injuries are on a digital body map and are asked to sign to acknowledge receipt of a communication. Some hard copies of records are available. Thirty-five children in total attended the setting during our visit, they were cared for by six staff members and a volunteer. Staff ensure children are signed in and out on registers routinely. Fire drills are held termly and on different days and at different times, during school hours and after school to ensure children and staff know what to do in the event of an emergency. Reverse emergency drills ensure children also know what to do when they must return indoors as quickly as possible. Safeguarding children is a priority for leaders and staff are aware of their roles and responsibilities in reporting concerns. There is a suitable child protection policy in place which has been reviewed this year and updated. All staff have completed the relevant 12-hour first aid training or are booked onto a course. All staff and are familiar with recording and responding to accidents and incidents and catering for children's preferences and allergies.

Staff promote a healthy lifestyle by encouraging children to play outdoors in the fresh air when they can. Staff provide a healthy snack for children at the start of the session. A snack menu is displayed at the entrance to the setting. However, leaders told us they do make changes depending on what is available. Children who engage in the annual review process said they were not keen on having fruit only for snacks. The building is kept clean, tables are wiped before snacks and after messy activities. There are rotas in place for cleaning and for completing health and safety checks. The setting has been awarded a rating of 5 as a food business.

Staff are good role models and are very familiar to the children. They interact well, promoting good behaviour, manners, social skills, and respect for others. Staff enjoy their chats with the children and have a laugh when sat around the craft table for example. Talking about children's interests helps to determine future activities and develops children's communication skills. Welsh is used incidentally to familiarise children with basic words and phrases.

Staff fully understand each child's individual needs. Some staff work in supporting roles with those attending both the school and the club. They provide suitable resources and activities that allow children to follow their interests and initiate their own play experiences. Favourite activities include using electronic tablets and art and craft activities. Children develop skills but these are not tracked unless a child is identified as having additional learning needs.

Staff appreciate it is important for children to enjoy their recreational time after school and not to have to focus entirely on learning. Staff work closely with parents to meet specific learning needs when identified. For example, they work with parents to encourage children to behave appropriately, to develop communication skills and to adapt the environment and activities to suit children with sensory and physical needs. They strive to ensure all children feel included, happy, and relaxed whilst at the setting. Staff are aware of the Early Years Wales Framework.

Environment — Good

People who run the setting ensure the environment is safe and secure. Entry to the club is through a separate gate adjacent to the school. Gates and fences along the approach to the club are reasonably secure. All visitors to the setting are recorded electronically on tablets shared by staff. Back up systems are in place and involve the use of mobile phones which are more reliable when wi-fi signal is poor or not available. Parents wait by the gate when collecting their children. Regular, effective risk assessments are completed and are separate from those used in the school. Some areas of the school are registered to be used. Daily checks completed ensure any hazards, or known issues, are identified, and communicated to staff. These are managed well. Those who run the setting promote the use of Walkie Talkies when outdoors, so communications are effective and timely, for example when assistance is needed, or parents have arrived to collect children.

The environment is suitable for the number of children attending. The outdoor areas are used well and gives children an opportunity to be active and to have fresh air. Children enjoy using the outdoor areas, to play on the grass, astro turf and under the new canopy. There is an enclosed area where children can ride on bikes, and a separate garden with water pipes and a mud kitchen area. The indoor environment is well maintained, light and bright. People who run the setting have created a warm, welcoming and child centred environment where children can feel secure and safe. There is a ramp access to the building, and suitable toilet facilities for all children and staff.

People who run the setting are fully aware of the needs of the children and have equipped the setting with appropriate toys and resources. Storage allows children to be independent as they can access items independently and having places to store outdoor equipment means items can be kept clean and in a good condition.

Leadership and Management — Good

People who run the setting manage this Charitable Incorporated Organisation well. The appointed Responsible Individual (RI) is actively involved in the day to day running of the setting, ensuring they have a good understanding of the service and care they offer. The Trustees are involved and show an interest in the running of the club, help to review, and update documentation when needed and support the RI with recruitment, appraisal and supervision processes. All record keeping is well organised, and policies and procedures reflect how the setting is run. The statement of purpose contains all the information parents need to decide if it is the right setting for their child.

People who run the setting, effectively evaluate the environment, and care they offer to ensure it is suitable and meets the needs of children and their parents/carers. They have completed an annual quality of care report year on year since registering the setting which successfully identifies areas for improvement as well as highlighting what has worked well. They use a template provided by CIW as an ongoing working document. They seek to obtain the views of parents, carers, children, and staff, but state this could be improved as responses are low. When children are consulted, resources are usually purchased upon request and changes made to activities for example. Improvements identified included the need to buy more electronic gadgets and tablets so children could complete homework.

Staff are managed well and work together as a team to provide the quality of care expected by the children and parents. Staff files are well organised and contain the information required. Recruitment procedures ensure suitable persons are appointed. To date most staff are recruited from the adjoining school as they have the relevant qualifications and experience. Training opportunities are provided routinely to ensure staff are up to date with mandatory training such as safeguarding, first aid and basic food hygiene. Additional training is provided and has included courses on the awareness of autism, basic sign language, PREVENT which highlights radicalisation, and the completion/transition of current qualifications to the required play work qualifications, by many staff. An electronic booking facility online ensures enough staff are available to care for children daily.

Good relationships have been formed with parents. Information about the children’s needs, likes and routines are effectively shared prior to them starting at the setting. This ensures it is the right setting for them and their needs can be met. Those who run the setting have regular contact with parents to keep them fully informed about their child’s experiences and development. Social media platforms are used effectively to share photographs and details of upcoming events. The setting has links with support organisations.

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 12 - Food and drink	Ensure meals and snacks provided are nutritionally balanced, of good quality and appropriate in quantity following recommendations in Welsh Government's Food and Nutrition guidance for childcare settings available at www.gov.wales

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)
To explore resources and information provided by DARPL Wales in support of creating an Anti Racist Culture in settings across Wales.

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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