Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Peter's Out of School Care Limited

St. Peters Primary School
Southey Street
Cardiff
CF24 3SP

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

12/09/2023

About St Peter's Out of School Care Limited

Type of care provided	Children's Day Care Out of School Care
Registered Provider	St Peter's Out of School Care Limited
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	This service has not been previously inspected.
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.

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

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

Summary

Children's voices are consistently listened to, and their preferences are considered. Children are happy and settled and enjoy their time at the setting. They make friendships and can play in groups or alone. They choose from a range of activities and are enthusiastic about their play and learning.

Staff understand how to keep children safe and healthy. They manage interactions in a positive manner and are warm, patient and kind. They know children well and ensure that children's individual needs are supported. Staff provide some adult led activities and support and extend children's free play and learning. We have recommended that staff undertake further safeguarding training and face to face paediatric first aid training.

Children are cared for in a secure environment within the school. They have use of suitable indoor areas and benefit from use of the school grounds which encourages physical activity. The service has suitable resources and facilities to meet children's needs.

People who run the setting are committed to creating a warm and caring atmosphere where children feel relaxed. There are appropriate policies and procedures in place to support the setting to operate effectively. Relevant checks have been carried out to ensure staff are suitable to work with children. Parents speak warmly of the setting and the care their children receive.

Well-being Good

Children can make choices about how they spend their time at the setting. They choose freely from the activities and resources available to them and decide whether to play outside or indoors. Children select from a range of food and drinks at snack time. Children are confident to express themselves as they know that staff will listen to them. For example, we heard children confidently asking staff for help when they needed it. The children's voice is strong at the setting. For example, we heard children's views and suggestions for activities and play being considered throughout their time there.

Children are settled and arrive happily. They are pleased to see the staff members who collect them and chat easily with them. All children seemed content in the care of the staff. They are very familiar with the routines; this adds to their sense of belonging. For example, they sat down readily for registration and went eagerly to wash their hands before snack time.

Children continue existing school friendships and make new ones at the setting as they meet children from other age groups and classes. Children of varying ages play happily alongside each other and together. For example, some children cooperated in a game they had created using a ball, whilst others played together to create a 'home' out of apparatus on the yard. We observed older children being kind and thoughtful towards their younger friends and ensuring they were included in play. They happily wait their turn for resources, toys, and to use facilities at the setting. They treat the staff, each other, and the resources with respect.

Children are enthusiastic and interested in their play and learning. They follow their own interests with the resources available each day. Children concentrate and persevere with activities such as board and card games, building blocks, art and craft work and happily play with the toys and resources available. For example, we saw three children absorbed in a card game together, whilst others enjoyed painting and drawing.

Children have opportunities to develop their independence skills. The setting offers some opportunities for independence during snack time. For example older children can butter their own toast. Children are independent when putting their coats away, using the toilets and washing their hands. Children enjoy learning new games and trying out crafts and activities with the staff.

Care and Development — Adequate

Staff have an appropriate understanding of their roles and responsibilities to keep children safe. They have a satisfactory understanding of safeguarding issues, the signs and symptoms of abuse, and their own duty to report any concerns. There is a thorough safeguarding policy in place, however this needs some minor adjustments to ensure it is up to date. People who run the setting have up to date online safeguarding training. However, to ensure best practice, the wider staff team need further safeguarding training from an approved provider rather than relying on the setting's own in-house training. All staff have up to date online paediatric first aid training. However, staff need further training which includes face to face practical elements to ensure they have had opportunities to practise techniques. Staff promote healthy lifestyles. For example, they encourage children to wash their hands, and this helps to develop their personal hygiene practice appropriately. Fire drills are carried out regularly, however more detail needs to be recorded to ensure that drills are thorough in supporting children to be familiar with what to do in an emergency. Staff record accidents appropriately. However there is not a clear system in place for the recording of incidents and pre-existing injuries. There is also not a clear system in place to review records to look for patterns and trends. Staff have suitable records and a sound knowledge of children's allergies, dietary requirements, and medical needs. Staff keep registers of children's attendance; however, on the day of inspection these contained contracted hours rather than precise arrival and departure times. This was altered during the inspection to ensure that in future precise times are recorded.

Staff are consistently warm, patient and kind in their interactions with the children. Staff act as good role models for the children. They create a positive atmosphere with plenty of smiles and laughter. Staff use positive behaviour management strategies at the setting. They routinely praise children, for example we heard "*good listening*" and "*well done*". Staff use the 'star of the month' scheme as another tool to encourage positive behaviours and children were pleased and proud to show their awards.

Staff know children and their individual needs well. Children with additional learning needs are supported appropriately and staff ensure they receive care which meets their needs. Staff naturally extend the play and learning of children through chatting to them about what they are doing. We heard some incidental Welsh being used by staff throughout the session. Staff plan some adult led activities in the week but are responsive to the children and support them in following their interests.

Environment — Adequate

The environment is safe and secure. Children arrive at the club internally through the school and external doors are kept locked. Parents collect from a side entrance and visitors are unable to access the service unannounced. The entrance is locked, and staff ensure they identify people at the gate. The large outdoor play area is securely fenced. Routine maintenance checks for the building are undertaken. Staff complete daily safety checks of the environment before the breakfast club in the morning and again in the afternoon, however the Risk Assessment for the site is not updated annually.

The environment is suitable. Outdoors, children have access to an appropriate play area which includes climbing equipment. This offers space for exercise, as well as an outdoor area for children to relax in. Indoors, there is sufficient room for children to play. The large hall is used for physically active games when the weather is unsuitable for outdoor play. The stage area provides suitable space for children to have choice in their play. For example, we observed some children looking at books, some playing with toys and others playing computer games. Children have the use of one toilet which they can access independently within the main indoor space. In order to use the other toilets available to them, children need staff to accompany them.

Resources and structures in the outdoor area are suitable. There is a selection of varied toys and resources indoors, ensuring all children can find things to interest them. Resources are clean, safe and appropriate for the various age groups that attend the setting. Children of all ages were keen to tell inspectors what they liked playing with at the setting, evidencing that the resources meet the needs of all age groups.

Leadership and Management — Adequate

People who run the setting have a clear vision. They aim to support families by creating an accessible, warm, friendly and relaxed setting where children want to attend and feel at home. There is a satisfactory range of policies that reflect the ethos of the setting in place. There is a statement of purpose enabling parents to decide if the setting is right for their child. Appropriate insurances are in place.

People who run the setting carry out satisfactory self-evaluation. They obtain feedback from parents and children through questionnaires. They use this information and their own observations to produce a quality of care report annually. People who run the setting seek to improve on the care they offer. They have engaged fully in the inspection as part of this improvement process.

In the staff files we sampled, staff's Disclosure and Barring Service checks (DBS) are current. The files are up to date and people who run the setting undertake relevant checks to ensure staff are suitable to work with children. Staff we spoke with told us they enjoy working at the setting. An appropriate system for supervision and appraisal to support staff in their roles is established. Staff meetings are held regularly to ensure sufficient communication between the staff team.

People who run the setting and staff have established positive relationships with parents. Parents we spoke with told us the club is a support to their working lives and that their children enjoy attending. The setting is a member of two umbrella organisations which offer opportunities for information and support.

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

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 20 - Child protection	Ensure Safeguarding Policy is regularly updated to reflect current procedures.
Standard 15 - Staffing ratios	Ensure staff receive face to face Safeguarding and Paediatric First Aid Training to meet the training requirements of the revised National Minimum Standards.
Standard 24 - Safety	Ensure sufficient detail is recorded to allow fire drills and emergency evacuation procedures to be evaluated effectively.
Standard 24 - Safety	Ensure a risk assessment of the premises is completed at least annually and is reviewed whenever there are any changes to the premises or the needs of the children.

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 there is a consistent system for recording accidents, incidents and pre-existing injuries and review these records regularly to check for patterns and trends.

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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