Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Caereinion After School Club

Llanfair Caereinion Primary School
Pool Road Llanfair Caereinion
Welshpool
SY21 0SF

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

18/05/2022

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About Caereinion After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Rowena Huxley
Registered places	16
Language of the service	Both
Previous Care Inspectorate Wales inspection	Manual Insert Post registration
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer'.

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 are confident and make appropriate choices and decisions about how they spend their time. They enjoy attending which helps them to relax and settle well. Children's interactions are good, and they learn respect and cooperation. Children have a range of appropriate opportunities that allow them to follow their interests and develop a range of skills.

Staff keep children safe and generally promote a healthy lifestyle. They interact well with the children. They are good role models, supporting them to interact well and be polite. Staff involve the children well in planning suitable activities and play opportunities they enjoy.

People who run the setting ensure it is safe and changes implemented have ensured it is secure. The environment is child friendly and provides lots of different spaces for children to use for their play and learning.

People who run the setting manage it well and ensure all paperwork is completed and reviewed regularly. Self-evaluation is embedded in practice and completed effectively. Staff are managed well, and a good relationship is developed with parents and the school.

Well-being Good

Children are confident communicators. They express themselves and their needs well, knowing staff will listen and respond appropriately and with interest. Children make choices and decisions about where they play and what they want to do. For example, after snack a child was playing with some cards and did not want to go in the hall. Staff allowed them to stay in the room where they have snack until they were ready to join the others. Children have a range of food items to choose from during snack time and have an opportunity to ask for more if they wish.

Children are relaxed and feel very comfortable in their surroundings as they are familiar to them. They are settled and happy at the club and children we spoke with said they enjoyed attending. Comments from children's questionnaires completed as part of the settings self-evaluation were positive. They evidence children like the activities and play opportunities provided. Children enjoy being in the company of their friends and develop positive relationships with staff.

Children of all age ranges play alongside each other in a respectful and kind way. They interact well and at times they were all involved in games together. For example, all the children had a game of hide and seek. There were lots of smiles and laughter as they found each other or were not found quickly. Children are respectful and share space and resources well. They use their manners appropriately without being reminded to do so by staff.

Children are inspired to take part in activities that allow them to follow their interests. They focus for appropriate lengths of time for their ages and stages of development. They shared what they were doing and what they enjoyed with us when asked, evidencing they were happy and following their interests. For example, a group of children said they especially enjoy the painting and craft activities.

Children have opportunities to develop a range of skills including independence. They are keen to complete tasks and help with routines. For example, when children came indoors for snack, they were eager to help set up for snack and complete tasks such as pouring the drinks or to get out the resources they wanted.

Care and Development — Good

Staff understand their role in keeping children safe. They have up to date safeguarding training and know the procedure to follow if they have concerns about a child. Staff implement the settings policies and procedures and ensure they provide suitable care and support for the children. Fire drills are practised so staff and children are aware of the routine to follow if they need to evacuate the premises. However, it would be of benefit to the children if they had opportunities to complete fire drills more often, rather than relying on ones practised in school.

Staff generally promote a healthy lifestyle. They clean tables prior to them being used for snack and encourage children to wash their hands throughout the session. Staff provide healthy food choices for snack such as toast and fruit. However, they provide children with squash rather than the recommended water or milk. Staff ensure children have access to drinks, so they remain hydrated. Staff provide daily opportunities for children to access the outdoors so they can be active and get fresh air.

Staff are good role models for the children. They are polite, well-mannered and speak with children in a warm friendly manner. Staff interact appropriately with the children and know when it is appropriate to become involved or direct the children's play. For example, a child was showing signs of being a little disinterested in the activities available, so a member of staff instigated a ball game, which the child enjoyed. Staff manage behaviour well and consistently, using appropriate strategies for the ages and stages of development of the children. For example, distraction was used well with a child to prevent unwanted behaviour escalating.

Staff regularly involve children in arranging and planning activities. Mind maps are used to find out what the children enjoy and what their interests are. Staff recently allowed the children to make a wish list of items they would like for the club. They then purchase some such as Lego and a new table tennis game. Staff give children some free choice of the activities they want to play with. They rotate some that are freely available to help children remain inspired and engaged as they have access to different opportunities.

Environment — Good

People who run the setting generally ensure the environment is safe and secure. Regular checks and risk assessments are completed, and most hazards eliminated or managed effectively. However, on arrival we were able to enter the outdoor areas without being checked. Since the inspection people who run the setting have ensured external gates are locked and all visitors are authorised. A record of visitors is completed so it can be referred to if needed.

The environment is clean and well maintained. As areas used are part of the school, they are child friendly and suitable for the ages of the children attending. The main indoor areas used consist of a classroom and hall. This gives children a range of opportunities as the classroom is used for more relaxed activities such as craft, snack, and tabletop games. The hall gives children the space to be more active, taking part in activities such as ball games and gymnastics, using the soft matting available. Outdoors is utilised well and consists of a variety of areas for the children to use. There is a sheltered area, room for sports and a more natural area with trees and a hill where children can take measured risks by climbing and exploring.

People who run the setting ensure resources and facilities are of a good quality. Storage is limited but staff ensure resources are accessible and kept clean and well maintained. There are appropriate facilities including toilets and the furniture is a suitable size to ensure children are comfortable and able to be independent.

Leadership and Management — Good

People who run the setting have a good understanding of the service and care they offer. They ensure policies and procedures are reviewed regularly and implemented effectively. The statement of purpose includes all the information needed for parents to make an informed decision and decide if it is the right care for them and their child. All paperwork is completed satisfactorily including children's records and 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 provide and using this information to make improvements. They effectively gather the views of parents and children and use these to plan positive changes. For example, using the outdoor areas more effectively and purchasing more resources.

People who run the setting manage staff well. They have a robust recruitment program in place that ensures staff are suitable to care for children. There is a contingency in place to cover staff absence to ensure children are suitably supervised. Staff files are complete, and evidence all required information is gathered. Staff attend training that supports them in providing effective care including safeguarding and first aid. People who run the setting ensure they and staff have opportunities to share information through regular meetings and appraisals.

People who run the setting have a good relationship with parents. They speak with them if needed at the end of sessions so information can be shared. Parents are invited to be on the committee to give them an opportunity to be involved in how the setting is run. People who run the setting have close links with the school, which benefits the children and the care they receive. It allows good practice, the environment and resource to be shared.

Recommendations to meet with the National Minimum Standards

R1. Consider conducting more fire drills rather than relying on those completed in the school.

R2. Ensure children are only offered milk or water to drink.

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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