Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Miss Mai's After School Club

Bynea Cp School
Saron Road Bynea
Llanelli
SA14 9LT



Date Inspection Completed

24/09/2024

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About Miss Mai's After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Mai-ling Williams
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	This was a post registration inspection.
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

Children communicate confidently as their wishes are considered. They feel happy, settled and are given good opportunities for their age and stage of development. Children enjoy the independence to confidently do things for themselves.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks effectively and understand their responsibilities to safeguard children. They are very good role models, and they build the confidence and self-esteem of the children in their care.

Leaders implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain risk assessments and the building's safety equipment is in place. They provide a good range of resources and ensure children can access these throughout their time in the club.

Leaders have a clear vision for the club and provide policies which are in line with regulations and the National Minimum Standards. They support staff well and ensure they are given appropriate training for their roles. They have effective partnerships with the school and with parents, who are supportive of the setting.

Well-being	**Good**

Children communicate well as their wishes and needs are consistently considered. They have opportunities to make decisions and are comfortable to ask for specific resources. For example, when outdoors, children asked, *"Miss, can we have the den things out please, and the dolls please?"* Children make purposeful choices and move around the setting confidently. Upon arrival, children choose the snacks they wish to eat before deciding what they wish to play with and with whom, such as outdoor sports games, colouring or gathering at the climbing apparatus in the outdoors.

Children feel safe and happy as they are already familiar with the school environment and are comfortable to use the facilities confidently during the more relaxed atmosphere of the club. As they arrive in the club, the children exchange news about their day and openly express their enthusiasm as they settle in and join their friends. They are clearly familiar with the routine of the club. For instance, they tell us the types of activities they do in the school hall when it's raining and what they do in the outdoors when it's dry.

Interactions between the children and staff are consistently good. Children communicate their wishes and ideas confidently. They are excited to see staff who respond warmly to their news. During snack time, children are very comfortable to ask for their preferred snacks and say "please" and "thank you" without being prompted when they are given food. Children smile as they receive praise for being kind, for sharing and being considerate of others. They are comfortable with visitors and told us they enjoy seeing friends and spending time with the staff. They have a sense of belonging and have developed lovely relationships.

Children enjoy their play and engage energetically with others, such as during ball games, whilst others enjoy relaxed colouring with staff. They are aware of what is stored in the club's storage unit and know they can make requests to staff if they wish to change resources. Children share ideas, take turns, and socialise well. For instance, they work together successfully to build a den around the climbing frame. They know they can move mat tiles, chairs and loose parts into the enclosed space they have created, before settling down inside the frame to play and chat. Children show interest, curiosity, and excitement as they explore a variety of outdoor play resources such as a play castle which they carry to an open space to use. Others happily work in a group to assemble a tiered garage and say, *"look at us doing such a good job!"* Other children enjoy playing at a table of dolls where they chat excitedly about babies, dressing and feeding them before rocking them to sleep.

Children have good opportunities for their age and stage of development which enable them to follow their own interests. They feel a sense of achievement and pride when they succeed in activities, such as when they skilfully use walking cups to walk across the yard. Children are independent and do things for themselves confidently. For example, collecting their bags and coats, using the toilet and washing their hands.

Care and Development — Good

Staff are experienced and understand policies and procedures, implementing these consistently. They promote healthy lifestyles, physical activities, safety, and children's

personal well-being. Staff continuously manage risks effectively and are aware of their own and the children's safety. Staff encourage children to wash their hands before snack time and whilst going back and forth to the toilet. Safeguarding is prioritised and staff are trained and have a clear understanding of their responsibilities to protect children. Staff know how to raise concerns and confidently explain how to follow the club's procedures. They communicate clearly with each other and ensure staff ratios are met when they leave the outdoor area to gather further resources. Staff accompany younger children to the toilets for support if required. They know the children very well and are aware of their individual needs. For instance, staff are familiar with their responsibilities to safeguard children with allergies, and we saw records and an allergy matrix to support this practice. Staff are trained in paediatric first aid and we saw staff competently deal with a minor accident, ensuring records were completed and signed by them and parents at the end of the session. Staff prepare and offer healthy snacks such as a selection of fruits and pancakes.

Staff communicate well with children and create a calm and relaxed atmosphere. They are very good role models and interact positively throughout the session. For example, they sit with children during snack time and chat, modelling good social and communication skills. We heard staff asking, *"how did it go in school today?"* Staff respond to children's requests and questions and interact with them in a warm and consistent manner. They are kind, caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. For instance, they remind children of their boundaries and safety as they become excited during ball games. Staff move around the environment continuously to support children. Their interactions with each other and with the children demonstrate respect and children are happy, comfortable and feel at home in the staff's company. They have developed close relationships with the children and clearly enjoy spending time with them. For instance, we saw staff and children chatting and laughing openly together as they listen to children's news and conversations.

Staff are knowledgeable, and have a good understanding of children's needs, interests and how this affects their learning experiences. They have a clear understanding of diversity issues and promote children's rights. When supporting children in their activities, such as drawing, games, role play and sports, they ensure freedom and independence, building the children's confidence and self-esteem.

Environment — Good

Leaders ensure effective measures and policies are in place and that everyone is aware of their responsibilities regarding the children's safety and welfare. They offer an environment which is secure and well maintained, both indoors and outdoors. The club is located within the school hall, offering a friendly and welcoming environment with a large, open and safe

space. Leaders maintain purposeful risk assessments, which are reviewed at least annually but also when any additional measures are identified. For instance, we saw clear risk assessments which had considered risks and benefits for messy play. Leaders also keep effective and accurate fire risk assessments and ensure fire drills and evacuation procedures are implemented regularly. They ensure relevant building and equipment safety certificates are up to date. Leaders manage staff to children's ratios correctly and maintain a daily register where children and staff are signed in and out of the club accurately. The environment provides a good level of security with a digital signing in system and visitor's badge at the school's main entrance and leaders ensure a further visitors' book upon entry to the club. Staff greet children at the hall door to sign them in and ensure they have the freedom to safely move around the setting's designated areas independently. Staff check registers as children move outdoors and ensure parents sign their children out as they leave the club.

Leaders ensure all areas provide a good environment for playing. The indoor open space within the school hall is an ideal environment for children to relax and unwind at the end of their day. Leaders ensure staff can utilise the hall according to the children's interests. For example, they prepare the space for snacks and other activities which promotes the children's independence. The area also enables the children to leave their coats and bags safely and provides storage for resources. The outdoor play space is enclosed and provides many areas for different play opportunities such as a large yard area, shelter, space to experiment, play creatively, develop art skills and practice competitive and physical skills. Children told us they enjoy the outdoor spaces and excitedly shared they had an apple tree which was filled with lovely apples. Leaders ensure toilet facilities are appropriate, and staff follow guidelines to promote children's privacy and dignity. They ensure the club's paperwork is stored confidentially and first aid kits and contact details are taken outdoors in a trolley when children are outside.

Leaders provide a good range of age-appropriate resources to stimulate the children's curiosity. For example, small world play, games, craft materials, books, puzzles, jigsaws, and sports equipment. Leaders ensure a wide variety of resources are available to children which are on offer or stored nearby, and children can request these easily. They also provide high quality equipment specific to the outdoors such as frames, goals, sand and water play, which enable children to develop further skills such as physical and problem-solving.

Leadership and Management — Good

Leaders have a clear vision for the club and share this with others. They provide a detailed and purposeful statement of purpose which reflects the club's arrangements and keep clear policies and procedures in line with regulations and the National Minimum Standards. Leaders are knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information and records regularly. They keep staff files, disclosure checks and children's files which are up to date and correct. Leaders ensure

parental contracts, and permissions are in place. They follow clear procedures regarding medication and incidents correctly.

Leaders collect the views of parents, children and staff and respond to ideas raised. They work continuously to develop and improve their service of care.

Leaders have established a team of staff who collaborate closely and effectively. Staff said they are well supported and enjoy their roles and responsibilities. They said they find the work rewarding and work hard to ensure children are provided with happy experiences and good play opportunities at the end of their school day. Leaders ensure staff mandatory training is up to date and regular training is provided as part of their ongoing professional development. Staff supervisions and appraisals are up to date. Staff reflected on these processes and shared they could raise issues easily and their individual requirements are considered as well as setting personal goals. Leaders communicate daily with the staff via the setting's mobile phone and arrange regular meetings with staff to ensure their needs and the children's needs are met.

Leaders ensure children are provided with a very good level of care. They make the most of strong links with the school community which ensures effective communication and purposeful use of the school's facilities. Leaders provide parents with the opportunity to communicate and message via a confidential social media platform where bookings for the club are made and parents can make direct requests. We saw staff and parents were fully engaged and have established open and positive relationships, where they hear news and feedback about their children and sign any necessary records. Children told us *"I have a fantastic time here," "we love playing battleships," "we have sausage rolls and crackers with butter, grapes and oranges and I really like my snacks."* Children named the staff and said, *"they are amazing."*

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)
	No NMS Recommendations were identified at this inspection

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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