



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Eyton Extras

**Eyton Church in Wales School
Bangor Road
Eyton
LL13 0YD**



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Description of the service

Eyton Extras After School Club is registered to care for up to 16 children and is located within Eyton Church in Wales school near Wrexham. The registered person is Samantha Jesson and the person in charge is Claire Jones . The service is open from 15:15 to 17:30, Monday to Friday during term time only.

The service operates through the medium of English, with the use of some Welsh vocabulary.

Summary of our findings

1. Overall assessment

Children are happy and settled in an environment they are familiar with and staff who they have formed positive relationships with. Staff are caring and provide sufficient and suitable care. The environment is safe and leaders manage the service well, ensuring staff are deployed effectively.

2. Improvements

The club has meaningfully consulted with children and their parents to make improvements which boost attendance. There is now a timetable/rota of activities and special events for children. Parents can access detailed information on the website.

3. Requirements and recommendations

There were no requirements identified that had an affect on the care of the children. We made recommendations relating to increasing opportunities for outdoor play.

1. Well-being

Summary

Children have a voice and can effectively express themselves. They feel safe and happy at a service where they are familiar with the staff and the environment. Children interact well and learn through play and learning opportunities they enjoy.

Our findings

1.1 To what extent do children have a voice?

Children are able to express themselves.

Children had a voice and their opinions and preferences were mostly considered. Children freely moved around the service accessing resources, facilities and toys. For example, when the children returned to the hall after a baking activity in the technology and craft room two children chose to play with the mini snooker set which they were able to set out themselves. Another child asked to play outside but was offered an alternative as this was not possible during the session.

Children have a voice and are able to freely choose activities to take part in.

1.2 To what extent do children feel safe, happy and valued?

Children know routines and are familiar with staff.

Children were confident to talk to others, including us, about what they were doing and what they enjoyed about attending the service. For example, a child was enjoying rolling out the dough to make Welsh cakes. They were confident to tell us which size and shape they were going to use. This evidenced that the children felt happy. Children felt safe as they were familiar with the routines and environment. They knew where to go when it was snack time and knew to go to the main hall when the craft activities had finished.

Children feel happy and safe and enjoy attending the service.

1.3 How well do children interact?

Children are beginning to understand sharing and cooperation.

Children interacted well. For example, during the cooking activity children took turns to fry their own Welsh cakes and tidied up in a timely fashion ready for the next small group of children to participate in the activity before going home time. Children behaved appropriately and were well mannered. We heard them saying "please" and "thank you" without being prompted. The older children were seen conversing with the younger children and encouraged them to join in with their games and help to help with keeping play areas tidy.

Children interacted well and understood the needs of others.

1.4 To what extent do children enjoy their play and learning?

Children enjoy opportunities to play and relax, they are fully engaged with the activities on offer.

Children were all busy taking part in various activities. They were seen accessing the toys they wanted and enjoyed the planned craft activities available. Children moved freely from one activity to another. We saw some of the children concentrated on one activity for a long period of time before doing something different. Some children played happily on their own and some were in groups and the children enjoyed the opportunity to do activities with staff. We spoke with some of the children and they particularly praised the new activities they can organise themselves such as "Eyton's Got Talent" they also told us about themed weeks for example "Pirate, week", "Techno week" "Caribbean Party" and "Bingo sessions". It was evident the activity programme was inclusive, and children of all ages and abilities can take part in.

Children enjoy their play and learning opportunities and are actively involved in an activity.

1.5 How well do children develop, learn and become independent?

Children are confident to try things for themselves.

Children were learning through their play activities. There were opportunities for children to choose what they wanted to do from resources which helped them develop a range of skills. Children were able to use the toilet facility and wash their hands independently. They also knew they could ask for support when required. For example, some children needed help tidying up their toys but they all had a go themselves first with staff giving encouragement and the appropriate level of help as required.

Children receive effective encouragement and are supported to become independent.

2. Care and Development

Summary

Staff implement policies and procedures which help ensure children are kept safe and healthy. They manage interactions well, promoting positive behaviours and cooperation. Staff effectively plan for children's individual needs and review the activities they provide to help ensure they are suitable and interesting.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe and healthy.

Through discussions with us it was evident that staff understood safeguarding and knew what to do if they had concerns about a child. They effectively implemented policies and procedures which supported them in keeping children safe. For example, the behaviour strategies outlined in the policy were used by the staff when dealing with unwanted behaviour. Staff were aware of the importance of keeping children healthy and followed guidelines from the Healthy Schools initiative when offering snack. For example, fresh fruit and crackers were available. However, we recommended that children have more regular opportunities for outdoor play for physical activity and fresh air.

A daily register is kept and was seen to be complete and current. We saw a range of detailed risk assessments which are updated regularly and any action taken clearly recorded. We heard staff giving children timely reminders about safety for themselves and others.

Staff effectively implement policies and procedures relating to keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The staff model and promote positive behaviour. Staff managed interactions well, were good role models and were actively involved in children's play and learning. Staff sat with the children when they were completing their craft activity. They were discussed what they were making and praised them when they completed a task or cooperated well with their peers. Staff involved children in routines and ensured they were actively engaged in an activity or task. For example, helping to tidy up, organising children's work and counting how many children were attending.

Staff manage interactions well and praise positive behaviours and achievements.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff know the children well which enables them to plan and cater for their individual needs.

Staff knew the children well which enabled them to plan activities that were suitable for their ages and stages of development. Staff reviewed the sessions and used the results to plan the next steps. For example, staff were heard discussing the adult led activity the children had taken part in. Staff identified things that had gone well and discussed what had not worked as well as they hoped. They then used this knowledge to plan the next session. This helped ensure children's learning and development was promoted.

Staff supported and encouraged children to be independent. Resources and facilities were accessible and staff allowed children to attempt things for themselves before offering help.

Staff promote children's play and learning through planning interesting and appropriate activities and encouraging independence.

3. Environment

Summary

Leaders provide a safe and secure environment in which children can play and learn. They ensure there is enough space and that it is child centred. Leaders provide a range of good quality resources for all the age ranges of the children attending.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure the environment is safe and secure.

Access to the service was secure and all visitors were asked to sign in and out. Safety procedures are in place to ensure the children receive care in an environment that is safe and clean. Registers were kept of staff and the children. Staff conducted regular fire drills. This ensured everyone knew the procedure to follow if the service had to be evacuated quickly and everyone could be accounted for.

Risk assessments had been completed and procedures put in place and followed to reduce or eliminate the potential hazard.

Leaders have effective procedures in place to help ensure they provided a safe

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide a spacious environment in which children can play and learn.

Leaders had provided suitable spaces for children to play and learn. The availability of the classroom and hall ensured children had space to play, learn and be creative without disrupting others using the service. For example, craft activities were taking place in the first floor classroom but children also had an opportunity to use the hall and play with the resources available. The environment was child centred with lots of work and educational displays. Leaders gave consideration to the outdoor space for children to access on the school grounds where they could be physically active and get fresh air. However one staff member confirmed this did not take place regularly enough and some children told us they would like to play outside more often. We recommended that children had more frequent opportunities to play outdoors.

Leaders ensure the environment is suitable and safe.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide suitable resources and equipment.

Leaders ensured the resources and equipment provided were suitable for the children attending. As they shared some of the spaces and resources with the school this helped to make sure all ages and stages of development were catered for. For example, there were a range of table top games and ICT available for the older children and areas set up that follow the foundation phase philosophy available for younger children. Leaders had made

sure they promoted Welsh through displays and providing resources such as books in the language.

Leaders ensure resources and equipment are of a good quality and developmentally appropriate.

4. Leadership and Management

Summary

Leaders are effective in their management of the service and they ensure policies are reviewed and updated regularly. They have processes in place to review the care and service offered and this considers the views of parents and children. Leaders develop effective partnerships with parents and the school and these support staff in providing a range of activities and opportunities for the children.

Our findings

4.1 How effective is leadership?

Leaders effectively implement and review policies and procedures.

Leaders had ensured policies and procedures were embedded in practice, up to date and reviewed when necessary. The statement of purpose provided parents with the information they required to make an informed decision about the care their child received. All of the recommendations from previous inspections had been considered. For example, staff files were now specific to the service rather than through the school. There is a system to ensure regular and recorded 1.1 supervision of staff takes place. The child protection and complaints procedure had been updated.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders practice self-evaluation procedures and plan for improvements to the service.

Leaders had an effective system in place for monitoring and evaluating the service they provided. An annual quality of care report had been written and it considered the views of parents and children through completed questionnaires and discussions. Recent returned questionnaires were all positive about the service and parents had commented they particularly liked the child centred approach of children's meetings and questionnaires. Children could make suggestions for a better variety of activities they enjoyed. Additionally, Leaders showed they planned for improvements with the recent focus being on providing children with some organised extra curricula activities. This was evident through the "Crash and Bang" percussion instruments led by the head teacher for the school and "Miss Jesson's" Bingo sessions and craft activities.

Leaders effectively review the service and consider the views of children and parents when planning improvements.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure staff are suitably qualified and deployed effectively.

Leaders had a robust recruitment process in place which ensured all staff were suitably qualified and experienced. Staff were deployed effectively, we saw staff collaborate well as a team and support each other when the need arose. For example when an activity was taking place in a first floor classroom of the premises both areas used met by the required adult to child ratio meaning that all children were sufficiently supervised. Leaders changed the staff files so they were specific to the service rather than sharing the information with the school, as was previously happening. This made the information more relevant and accessible.

Leaders are effective in managing staff.

4.4 How effective are partnerships?

Leaders understand the benefits of creating positive partnerships.

Leaders had developed positive relationships with parents which allowed them to share information about their child's experiences at the service. The service had an open door policy so parents could talk to leaders and staff at the end of the session. Leaders had also created a notice board where dates and future planned events could be displayed. There was also a link to the club from the school website. We spoke to a parent who confirmed they were very happy with the service, the staff communication and activities offered. Leaders also invited parents in to support them in providing focused activities if they had a particular skill. For example, a parent was working closely with the members of staff to organise wood work and another for photography which were well supported.

Leaders had developed partnerships with the school which allowed them to share good practice, resources, and facilities and also helped ensure continuity in staff caring for the children as most also worked within the school.

Leaders form effective partnerships with parent and the school which help them share information and good practice and support them in providing a range of activities for the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended the registered person should consider;

Providing more regular opportunities for outdoor play

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Tuesday 27th February 2018 for approximately three hours.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff:
- we spoke to the children, staff, person in charge, a parent, and the registered person;
- inspected the areas used and
- discussed our findings with the registered person..

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Samantha Jesson
Person in charge	Claire Jones
Registered maximum number of places	16
Age range of children	4 to 11 years
Opening hours	Monday to Friday 15.15 -17.30 term time only
Operating Language of the service	English
Date of previous CSSIW inspection	31 st March 2015
Dates of this inspection visit(s)	27 th February 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No
Additional Information:	

