



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

Childcare Inspection Report on

Oakleigh House School Out of Hours

**Oakleigh House School
38 Penlan Crescent
Uplands
Swansea
SA2 0RL**



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Description of the service

Cognita Schools Limited was registered in March 2010 to provide care at Oakleigh House School Out of Hours club. The club provides care for a maximum of 50 children between the ages of two and a half years and eleven years. The club operates from two classrooms within the school and has access to a secure play area directly outside the playroom. The responsible individual is Rhian Ferriman and the person in charge is Jocasta Napier.

Summary of our findings

1. Overall assessment

Children enjoy themselves at the club they have fun with their friends and are cared for in a safe clean environment. Children are cared for by experienced staff who know them well parents are happy with the service.

2. Improvements

None noted at this inspection.

3. Requirements and recommendations

We notified the service that they were not compliant with regulations in relation to the employment of staff as they did not carry out individual staff supervision meetings.

We recommended that all staff working at the club have knowledge of CSSIW and its role and responsibilities.

1. Well-being

Summary

Children are well settled and happy at the club. They told us that they were happy to play with their friends and taking part in activities. The older children often do homework for half an hour and said that this was good as they could relax or go out when they got home.

Our findings

1.1 To what extent do children have a voice?

Children are listened to by the adults caring for them and are confident their requests will be met.

Children had choice within the activities and moved from one to another chatting to staff and each other. Children told us they liked the snacks, sandwiches, crisps, fruit and yoghurt and said they had plenty of choice.

Children are confident they have a voice.

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

Children are happy, relaxed and settled and love to be with their friends.

Children were laughing, chatting and comfortable with each other and staff. One child was a little distressed and staff responded to her need immediately giving attention and explaining that daddy was on his way. Staff sat with the younger children playing games or talking about their day in school. The older children sat with one member of staff whilst they did their homework then they could play games on the computer or join the younger children.

Children feel secure and are valued.

1.3 How well do children interact?

Children play alongside each other in a kind and cooperative way. They interact in a friendly positive manner both with their peers and adults.

A group of children with play dough were offering suggestions to each other about what they could make and shrieked with delight if their ginger bread man's head fell off. They

shared ideas and helped each other and we saw this positive behaviour at the other activities like Lego and bead design. Although homework was the main activity for the older children they too interacted well and offered help to each other as well as enjoying friendly chats. Children called staff miss and their surname as they do in school and they are comfortable with this consistent form of address.

Children at the club interact very well together with one another and staff.

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

Children engage in self-directed play at this club as well as learning through their homework session. They are interested in what they do and make the most of their time together.

Throughout the inspection we saw children concentrating and enjoying their chosen activities, even homework was made to be fun and the children enjoyed working in a group. One child was concentrating on making a beaded heart which required a gentle touch and fine movements, she was very pleased at the end result and brought it over to show the inspector without any prompting.

Children enjoy their play and learning.

1.5 How well do children develop learn and become independent?

Children were given opportunities to develop their independence.

Children were confident and independent in the playroom, they knew where to find toys or games and were happy to engage with staff when they needed to. Children asked to visit the toilet and were able to go by themselves. Most children washed their hands without prompting from staff. Children were happy to visit each activity table and rarely asked for any help or attention. Older children were already independent and got on with their homework as expected.

Children do develop independence within the two hours they attend the club.

2. Care and Development

Summary

Staff know the children in their care very well and provide an exciting and stimulating atmosphere where children can participate in both learning and play.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff training is a priority and all staff follow the policies and procedures of the club, which meet the regulatory requirements of the after school club.

Staff had up-to-date training in all key areas and there were individual records of training as well as a training matrix. Both first aid and child protection training were current for all staff members and staff could tell us what to do if they had concerns about a safeguarding matter. Staff promoted healthy eating as children could access drinking water freely and healthy snacks were provided when they arrived at the club. Toilet facilities for the younger children were located just off the playroom and had good hand washing facilities. Older children used the male and female toilets located outside the play area. The snacks were prepared in the main kitchen and were brought down for the children. The kitchen was fit for purpose in every way and staff wore gloves and aprons to serve the food.

Staff keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff support children to interact appropriately and their approach is consistent.

We saw that staff praised good behaviour regularly and encouraged children to be kind to each other and share. Overall children did not need prompting and were very courteous and polite to each other staff and the inspector. Although the children were in a play environment within their school staff did enable them to enjoy a different experience with more freedom to interact spontaneously.

Staff manage interactions well.

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

Staff allow children to lead their own play and are responsive in providing support when it is needed.

We saw that staff knew the children well and were aware of their preferences. A group of younger children sitting at one table were asked if they wanted to get the play-dough and were delighted with the offer. The staff member told us that the particular group played very well together at this activity and shared ideas of what to make, ginger bread men were the choice of the day and we heard much laughter and saw their delight when their creations were praised by staff. A younger child started to wander around and staff responded quickly and offered to play a game or start colouring. Older children were given gentle prompts by staff to finish their homework in order to enjoy some free time.

Staff promote both play and learning and show knowledge of children's individual needs.

3. Environment

Summary

Staff provide a safe, clean and well maintained environment. Children have opportunities to play inside but also in the artificial grassed area outside and the school yard.

Our findings

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

Children are cared for in a clean, safe and secure environment.

We saw that both rooms were secure. Doors were kept locked and visitors were required to use a bell to gain entry to the playroom from outside. All risk assessments and fire drills were up to date and we viewed the documentation which was thorough, accurate and well recorded.

Leaders ensure the environment is safe and secure.

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

The after school club is well maintained, spacious and, the homework room is a classroom and suitable for the purpose.

The children's playroom was bright, cheerful and welcoming with enough space between the activity tables for them to move about freely. A large play mat was used for building and Lego structures and a number of children can play together in this area. Outside there was a fenced off play area which was well equipped for outside activities and was used whenever the weather allowed to play with balls, floor puzzles and climbing apparatus as well as scooters. Both younger and older children had easy access to the toilet facilities which they used independently.

Leaders fully ensure the suitability of the environment in order that children are safe and can enjoy their time at the club.

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

Leaders ensure that children have access to equipment and resources which are of good quality.

Children had access to suitable furniture, toys and games indoors, which included Lego, play-dough art and craft activities. We saw that the children enjoyed all the games

available and were able to tell us what they liked best. Colouring and play-dough was first choice with Lego and construction toys second. Older children enjoyed the opportunity to play computer games and for the last ten minutes the television was switched on to a suitable channel. All resources were clean and in good condition.

Leaders ensure there are good quality resources and equipment.

4. Leadership and Management

Summary

Leaders ensure that the service is well run and that children's needs are met. Staff are supported to take up training opportunities.

Our findings

4.1 How effective is leadership?

Leaders ensure that effective policies are in place.

Staff confirmed that they were familiar with the policies and procedures in respect of the club and that any issues were discussed in the weekly meeting. Staff were able to describe how they would report a safeguarding issue and knew the process should the registered person be unavailable. Staff were not totally clear on the role of CSSIW and since the inspection it has been agreed that the responsible individual will address this issues with all staff.

Leadership can be improved by addressing the issue identified above.

4.2 How effective is self-evaluation and planning for improvement?

Leaders use the quality of care review to plan for the future.

We saw that questionnaires had already been sent out to complete this year's report. Staff told us that any actions based on feedback would then be considered for example in the past parents had requested a quiet area for reading which has been put in place. More craftwork had also been suggested and children now have the opportunity to take home what they have made in the session.

Self evaluation and planning for improvement is a priority for the service.

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

There is a culture of continuous professional development and staff working in the club are qualified and experienced.

We viewed two staff files and found that leaders implemented robust and thorough recruitment processes because comprehensive information was in place to evidence suitability of staff. We also saw contracts of employment, job descriptions and evidence of up to date DBS checks. Staff told us how much they enjoyed working at the club and seeing the children develop in a play environment. Staff told us that the leader was

knowledgeable and supportive. Staff receive an annual appraisal and have a weekly meeting but they do not have individual supervision. Every member of staff was suitably qualified and the numbers working with the children exceeded the requirement of the NMS.

Overall the management of staff and other resources is effective.

4.4 How effective are partnerships?

The main partnership arrangements are with the school, and parents.

We spoke to a number of parents who all confirmed that their children were happy and settled at the club and that staff were caring and motivated to provide a good experience for their children. Parents received information through the schools website and through daily interaction with the staff when they collect their children. The notice board provided information for parents as did a booklet explaining what the club would be doing in the next four weeks. There was daily feedback on nursery children which included how they have been during the school day.

Partnerships with parents and the school are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

Employment of staff: We notified the service that they were not compliant with regulations in relation to the employment of staff as we found that the provider did not ensure that staff received individual supervision meetings.

5.3 Recommendations for improvement

To ensure that all staff working at the after school club are familiar and aware of the role of CSSIW and its responsibilities.

6. How we undertook this inspection

This was an unannounced scheduled inspection that consisted of one visit to the school club made by one inspector lasting a total of three hours.

- We observed children and the care they received during the session;
- We spoke to a number of parents, all staff present and the responsible individual and
- We looked at a wide range of documentation including policies and recruitment procedures.

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
Responsible Individual	Rhian Ferriman
Person in charge	Jocasta Napier
Registered maximum number of places	50
Age range of children	Two and a half to eleven years
Opening hours	15.30- 17.30 during term time and 08.00- 17.30 during school holidays
Operating Language of the service	English
Date of previous CSSIW inspection	22 April 2013
Dates of this inspection visit(s)	21 March 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service does not provide the Welsh language active offer.
Additional Information:	