



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

Childcare Inspection Report on

7-2-11 Club

**Hawarden Village Church in Wales Primary School
Cross Tree Lane
Hawarden
CH5 3PY**



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Description of the service

7-2-11 Out of School Club operates from the junior school site at Hawarden Village School. It is registered to care for a maximum of 60 children under 12 years of age at any one time. The registered person is Lynn Bartlett and persons in charge are Lucy Humphreys and Anita McLachlan. Children aged seven to eleven years attend from 7.30am - 9.00am and from 3.15pm - to 5.30pm, Monday to Friday during term time. A holiday club runs at selected times throughout the year to meet the demands of parents. This is an English medium service.

Since the last inspection the club had been renamed. It was previously know as Rector Drew Out of School Club.

Summary of our findings

1. Overall assessment

Children are safe, happy and settled at 7-2-11 Out of School Club and look forward to attending. They are provided with a good range of toys and resources. Practitioners have a caring approach, responding when needed to the needs of the children. The premises are suitable and maintained to a good standard by the school. The leadership of the club is in a period of change as the registered person had informed us of her intention to resign as soon as a replacement is found.

2. Improvements

The infant out of school club 'Rascals' and '7-2-11' are working together and intend to have a registered person overseeing both registrations.

Practitioners requesting child protection training in their appraisal forms have been booked on a relevant training course since feedback was provided to the registered person.

References for two practitioners unavailable at the time of the inspection have been located and placed in the relevant files.

3. Requirements and recommendations

We found that Disclosure and Barring Scheme (DBS) certificates had not been applied for, for two practitioners employed at the service between February and April 2016. No references were available for these practitioners in their staff files. This is a serious matter and we have issued a non-compliance notice. We informed the registered person and person in charge so that immediate action could be taken.

We informed the registered person that improvements were needed in relation to the provision of snacks, hand washing and using mats and cushions when children rest or play on the floor.

1. Well-being

Summary

We found children are confident and happy to play and chat with others. They are familiar with practitioners as many of them work within the school. Children enjoy playing with their siblings and friends and develop relationships with younger and older children. Children are actively engaged in interesting and stimulating activities, which are thoughtfully planned and set up for them. Children develop and learn and subsequently become increasingly independent.

Our findings

1.1 To what extent do children have a voice?

Children are happy to express themselves when talking to each other and adults.

We found children responded well to the questions we asked and were willing to give their opinion on the quality of care they received. They told us they were happy and could choose what they wanted to do. We saw children listening to lead practitioners at the start of the session explaining to them as a group what activities had been planned and what play equipment had already been brought out for them. We heard children asking to do things in particular and saw that they were listened to, for example using specific art and craft resources. We saw children choosing to sit quietly whilst others were able to move around freely, engaging with others and having a good time.

Children at the club are able to express themselves with confidence, knowing that their requests would be listened to.

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

Children are happy to attend the club; they are settled and familiar with their surroundings, the routines and the people who care for them.

Children feel secure because they are familiar with the environment and with routines. This was evident when the children came into the hall and sat on benches to have the register completed. Snack was routinely set out on a table and children took a biscuit as they entered the hall. All children were happy to talk to practitioners about their day which demonstrated that they had formed close relationships with practitioners and felt valued.

Children are comfortable and relaxed and are cared for by staff who provide them with appropriate support to build positive emotional attachments.

1.3 How well do children interact?

Children interact well at the club.

Children are encouraged to play well together and take turns, for example when playing table top games such as pool, ping pong and card games. They played independently and could rely on practitioners helping them if they had difficulties with rules or finding equipment. Children behaved very well and were polite.

Children are encouraged to respect each other, the toys and equipment. This helps to set and maintain boundaries for acceptable behaviour and form social relationships with each other.

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

Children have the opportunity to be involved in a good variety of experiences including pre planned art and craft activities which develop their imagination and creativity.

We saw children who were stimulated, interested and engaged in 'free play' moving around the spacious room from activity to activity. Some children sat with practitioners for the whole of their session making things with paper, card and material for example for the 'Pop Art' display and competition. Children could look at books quietly, play games, play with construction kits, colour pictures, play computer games or do their homework. Nearly all children were motivated and interested in what they were doing. Some children chose to relax and lie on the floor on their coats whilst chatting with friends.

Children have a good balance of organised and free play activities which support them to learn and enjoy their play.

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

Children are encouraged and supported to develop their skills and become independent.

As children arrived at the club they placed their coats and bags on the floor where they could find them later and helped themselves to snack. They used the toilet facilities independently and used the computer suite and library when wanting somewhere quiet to work on homework or play educational games. We saw children, over time had become more familiar with the club, the routines and practitioners. By watching children of different ages we could see that children had become increasingly confident to look for resources for themselves and take turns on games consoles, respecting others.

Children are encouraged to be independent and are provided with resources and support when needed that promotes their learning and independence skills.

2. Care and Development

Summary

Practitioners are clear about their roles and responsibilities and take the lead from the persons in charge. There are policies and procedures in place for practitioners to follow, almost all are adhered to, to ensure children are kept safe and healthy. Practitioners interact well with the children, taking time to talk with them and acting as good role models. They provide children with suitable resources, experiences and activities which keep them busy, stimulated and interested.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners are not always subject to robust recruitment procedures.

We found nearly all practitioners were experienced and suitably qualified and aware of safeguarding procedures should they have any concerns regarding the welfare of children. However leaders had allowed newly appointed practitioners to care for children without having had the necessary checks in place, which had put children at risk of harm. Practices in relation to keeping children healthy could also be improved.

Parents and carers use an external door which gives them access to the school hall to collect their children. Practitioners open this door with electronic cards and then monitor children in and out of the entrance hall. We heard a register being checked at the start of the session and saw parents signing their child out when collected. Forty children attended the session.

Practitioners provided a light snack which was not healthy, nutritious or substantial for the time some children attended the club. We did not see children washing their hands before eating their snack and children were not provided with clean cups. A jug of water was available for them to have a drink with 8 plastic beakers part filled with water already. As the children drank the water they placed the empty beakers down on the table. Children could not tell which beakers were clean from those that had been used. We did not see any additional beakers being put on the table during the session. The quantity of snack provided was not deemed suitable for the amount of time some of the children attend the club and consideration should be given to providing healthier options. We saw the snack table being cleared away at 4.45pm. We notified the registered person of our concerns regarding the provision of snacks. We were informed that immediate action would be taken to improve snacks and hand washing.

Practitioners are aware of their roles and responsibilities in relation to keeping children safe and healthy but they had not sufficiently considered the dietary needs of those children attending the whole session.

2.2 How well do practitioners manage interactions?

Practitioners are good role models and provide experiences for the children that support and encourage positive interactions.

We saw practitioners interacting with children. They acted as good role models. They respected the children's views, listened to them and were calm and gentle in their approach. We heard discussions about the children's day and events in school. Practitioners were interested and asked more questions. We saw practitioners monitoring the children whilst they played games, reminding them of rules. Many of the practitioners know the children well and are aware of any personal preferences, for example, children being left alone to play quietly.

Practitioners successfully use strategies to manage behaviour and plan activities that encourage children to share and respect others choices.

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

Practitioners are caring and responsive to the individual needs and preferences of children.

Practitioners know the children well, some work within the school and are with the children during the day. Parents help practitioners by completing registration forms and letting practitioners know of any changes in their child's routine, behaviour, diet or home circumstances.

When creating their 'Pop Art' some children needed a little bit of support with cutting fabrics, finding sequins and fixing them to different materials. Practitioners knew when to give a little bit of help and when to give the children time to try for themselves. We saw a child cutting material to make a dress, fabric was laid out on the floor and she had a very good idea of how she was going to create this item. Practitioners knew that the child would be able to manage alone and gave the child the time and space to complete the task independently.

Practitioners facilitate learning and know the children well, which allows them to provide appropriate care and support.

3. Environment

Summary

Leaders have provided an environment that is safe, secure and well maintained. Children's work is displayed on notice boards along with information about the club providing the children with a sense of belonging. Resources are stored appropriately in the hall and are easily accessed. Toilet facilities and a kitchen in which to prepare snacks are adjacent to the hall. There is direct access to the outdoors.

Our findings

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

Leaders have taken positive steps to ensure the premises are safe.

All doors have electronic entry systems. Daily risk assessment checks are carried out in the school hall, computer suite and library before sessions start. We saw the areas being set up before the children arrived. Floor to ceiling curtains are used to cover wall apparatus used for gym sessions in the school and furniture not in use. The areas used by children were clean and well maintained. Children were supervised when using the computer suite and library.

Leaders have provided a safe environment that children are familiar with.

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

Leaders have ensured that the play space available indoors and outdoors meets the needs of the children.

The hall was spacious, warm and welcoming. Tables and benches had been set up to provide sufficient seating for the children. In addition wooden benches were arranged for the children to sit on. We saw boxes of toys and games being used on the floor, but no mats or cushions were available for the children to sit on to keep them clean and comfortable. We saw a group of children lying on their coats to chat with friends. We asked leaders if there were mats and cushions available, they said they were in the cupboard but made no attempt to get them out or offer them to the children. Providing comfortable seating areas for children to relax will further improve and enhance the space available. We saw several children in the library and computer suite working quietly on homework or playing educational games online, there were sufficient tables, chairs and comfortable areas for children to relax. Children were not taken outdoors to play as it was dark soon after the club started.

Leaders provide an environment which is suitable and welcoming.

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

Leaders ensure children have access to a wide range of suitable resources that help them to develop and learn.

Children had access to well maintained equipment and resources which were suitable for their age and stages of development. In providing a wide selection of art and craft materials, leaders had enabled children to follow their interests. We saw lead practitioners checking equipment as it was set up and responding to children by helping to find items, for example when children approached them to tell them that parts of a game were missing.

Leaders made good use of a storage cupboard in the hall. All of the resources and equipment was brought out and stored away again at the end of the session, this helped to keep the resources clean, in a good condition as opposed to be left out throughout the school day.

Leaders provide good quality equipment and play and learning resources that are clean and well maintained.

4. Leadership and Management

Summary

Leadership of this service could be improved. The registered person has overseen the operation of the club in recent months but is looking to find a replacement as soon as possible. Leaders have not acted responsibly when recruiting practitioners in the past twelve months and there have been some changes in practices such as hand washing and the provision of snacks which have impacted on the care of the children. The registered person has kept in touch with CSSIW and completed the required documentation with assistance from the persons in charge.

Our findings

4.1 How effective is leadership?

Leadership needs to be further developed.

We found that the registered person is not available on a day to day basis to oversee the operation of the club. This role falls to the persons in charge who do not have management responsibilities, but are continuously looking for ways to make improvements.

Leaders had completed a recent self assessment of the service and were currently reviewing policies and procedures and the statement of purpose. They were carrying out the supervision and appraisal of staff, however further monitoring of current unacceptable practices in relation to keeping children safe and healthy are required to be completed.

The registered person had not taken appropriate measures to ensure that practitioners were suitable. For example, she had allowed them to start work within the last 12 months without the necessary suitability checks being completed. The registered person had not asked for the required certificates to be produced or encouraged or assisted the relevant practitioners to apply for Disclosure and Barring Service checks as required.

Leaders need to be supported by the registered person who needs to be consistently involved with the service.

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

Leaders take the views of parents, carers and children seriously and make improvements when they are brought to their attention.

We saw a suggestion box in the hall and were told that no complaints had been received since the last inspection. This would suggest that parents are happy with the service provided. The person in charge is currently working with the persons in charge at 'Rascals' the infant department out of school club to monitor and review the service in readiness for the appointment of a new registered person.

Leaders monitor and review the service in order to make improvements.

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

The current registered person is not managing practitioners as well as is required; however the resources available do meet the needs of the children.

The persons in charge are aware of their roles and responsibilities but have had to take on management responsibilities in order to keep the club operating. They provide consistent care for the children and have deployed practitioners suitably to ensure staffing ratios are met. It was the responsibility of the registered person to ensure that practitioners taken on to care for children are suitable to do so.

Leaders had rotas for practitioners and daily routines in place which had been followed. The person in charge had carried out supervision and appraisal meetings but not followed up any training requests, for example the two most recent appointments had requested child protection training in their appraisals. We were informed following the inspection that these practitioners had now been booked onto relevant training.

The current registered person is not actively involved in the management of the service and consequently some regulatory issues need addressing.

4.4 How effective are partnerships?

The persons in charge have effective partnerships with parents.

Parents have the information they require and access to policies and procedures. They are able to discuss their child with the persons in charge and practitioners when they drop off or collect their children from the service. We saw practitioners and persons in charge speaking with parents at the end of their child's session. Parents spoken with were very happy with the quality of care provided and had no concerns.

Partnerships are good, with parents and carers having no concerns regarding the operation of the club.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

No areas of non compliance from previous inspection.

5.2 Areas of non compliance identified at this inspection

During our inspection we identified serious concerns regarding the suitability of practitioners. We therefore issued a non compliance notice in respect of this.

We found that the service was not compliant with Regulation 28 (1) (a), (2) (b) [i], and (2) (b) [ii] of The Child Minding & Day Care (Wales) Regulations 2010.

We found that Disclosure and Barring Scheme (DBS) certificates had not been applied for, for two practitioners employed at the service between February and April 2016 and no references were available for these practitioners in their staff files. This is a serious matter and we informed the registered person and person in charge so that immediate action could be taken.

5.3 Recommendations for improvement

- We informed the registered person that improvements were needed in relation to the provision of snacks. Children must be offered suitably healthy and nutritious snacks in sufficient quantities throughout the session.
- Children should be encouraged to wash their hands before having a snack, and clean cups made available to minimise risk of cross contamination and infection.
- Cushions and floor mats could be used in conjunction with floor activities, to ensure that children are comfortable and not in contact with dirt which may be on the floor.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal schedule of inspections. We visited on 22 September 2016 to enquire about the registered person and to check that the service was operating and again on 11 January 2017 from 3.00pm to 5.10pm.

- We spoke to the persons in charge. The registered person was not at the service during the inspection;
- we spoke to the registered person by phone on 12 January 2017;
- we spoke to 4 children present;
- we spoke to 5 practitioners present including the 2 persons in charge;
- we looked at a range of records, and
- we observed the children and the care they received.

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

About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Lynn Bartlett
Person in charge	Anita McLachlan Lucy Humphreys
Registered maximum number of places	60
Age range of children	7 – 12 years (Junior Department only)
Opening hours	7.30am – 9.00am and 3.15pm – 5.30pm Monday to Friday term time. Holiday care may be offered.
Operating Language of the service	English
Date of previous CSSIW inspection	24/2/15
Dates of inspection visits	22/09/2016 and 11/1/17
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No
Additional Information: Rascals operates from the same school site and caters for children up to 7 years of age and attending the infants department.	



Care and Social Services Inspectorate Wales

Children and Families (Wales) Measure 2010 Child Minding and Day Care (Wales) Regulations 2010

Non Compliance Notice

Childrens Day Care

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

The issuing of this notice is a serious matter. Failure to achieve compliance will result in CSSIW taking action in line with its enforcement policy.

Further advice and information is available on CSSIW's website
www.cssiw.org.uk

7-2-11 Club

Hawarden

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Leadership and Management

Non-compliance identified at this inspection and action to be taken

Description of Non Compliance / Action to be taken	Timescale for completion	Regulation number
The registered person must take immediate action to ensure that practitioners who do not have Disclosure and Barring Service certificates to evidence their suitability complete an application within the stated timescale. Evidence that applications have been submitted must be forwarded to CSSIW before 5.00pm on Friday 3 February 2017.	10-02-2017	28 (1) (a) 28 (2) (b) [i] 28 (2) (b) [ii]

Regulation 28 (1) (a), (2) (b) [i], and (2) (b) [ii] of The Child Minding & Day Care (Wales) Regulations 2010.

Regulation 28 (1) (a) states that the registered person must not employ under a contract of employment a person to look after relevant children unless that person is suitable to do so;

Regulation 28 (2) (b) [i] states where that person works for a provider of day care the person satisfies the requirements prescribed in paragraphs 32 to 36 of Part 2 of Schedule 1;

Regulation 28 (2) (b) [ii] states there must be a full and satisfactory information or documentation available in relation to the person in respect of the matters specified in paragraph 34 (e) to (g) and (j) to (l) of Part 2 of Schedule 2.

We inspected the service on Wednesday 11 January 2017 and found two practitioners supervising children in the computer suite alone. When inspected, staff files for these two practitioners did not contain DBS certificates or details of these certificates or references to evidence that they were suitable to work with children. When asked, the two practitioners stated that they could not be sure if they had applied for Disclosure and Barring Service certificates in relation to working within the 7 – 2 – 11 Out of School Club since being employed between February and April 2016. We informed the registered person the following day by telephone and the person in charge during the inspection. Both ensured us that applications would be completed immediately and that references were available but they were not in the staff files.

The impact on children is that they were put at risk of harm as the registered person was not able to fully satisfy herself that these persons were suitable to care for children.