



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

Childcare Inspection Report on

OJ Rocks Fun Club

**Ffordd Owen
Northop
CH7 6AU**



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Description of the service

OJ Rocks Fun Club is an out of school club which operates in the school hall at Ysgol Owen Jones, Northop. The registered persons are Michelle Simpson and Heather Wall. Care is provided for a maximum of 26 children under 12 years of age, before school from 7.45 to 9.00 and after school from 15.00 to 17.30, 16.30 on a Friday, during term time only.

Summary of our findings

1. Overall assessment

We found that children are settled and happy and look forward to attending OJ Rocks Fun Club. They are provided with a very good range of toys and resources and are actively engaged in stimulating and interesting activities. Children can play in the school hall, outdoors in playgrounds and in an area designated for Forest School activities. Children benefit from a gentle, caring and nurturing approach from practitioners, which helps to create a friendly and calm atmosphere. Children told us that they feel safe, have fun and are well cared for.

2. Improvements

Since the previous inspection in January 2014 leaders have made further significant improvements to a service which was already providing good quality care, ensuring that children are well cared for, happy and interested in what they do and that parents and carers are well informed and involved. For example:

- leaders are using ICT effectively to organise the service, in particular making good use of mobile phones for texting and for sending out standard messages to all parents and carers;
- practitioners have attended training to enhance the quality of care provided, particularly for those with additional needs;
- leaders have updated the “late policy” to ensure the club operates only during hours for which it has insurance cover;
- children now use separate wash basins in infant and junior toilet facilities to wash their hands before snack, and practitioners have a focus session on hand washing each term;
- tablecloths are used on tables at snack times;
- notifications have been sent to Care and Social Services Inspectorate Wales when there have been changes in the service provided;

- there has been a change in leadership of the club, with previous supervisors now taking on management roles, and
- practitioners have a new handbook and are required to sign and acknowledge the policies and procedures. Additional policies in the handbook include whistleblowing and the complaints policies and procedures.

3. Requirements and recommendations

No non compliance notices were issued at the previous inspection or during this inspection.

A recommendation has been made on this occasion to use the outdoors for short periods of time during the winter months to enable the children to have some fresh air at the end of the school day and opportunities to be active if they wish.

1. Well-being

Summary

We found that children are confident and happy to play and chat with others at the club. They display a sense of security and mix confidently with siblings, friends and older or younger children, thus developing relationships across the school. Children are actively engaged in stimulating and interesting activities and enjoy themselves.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak to practitioners about their views and know their ideas will be listened to.

Children were happy to express themselves, confidently talking with other children, practitioners and us. Children were encouraged to make choices throughout the session. We saw children choosing from a wide variety of activities set out for them when they entered the club and asking for other resources to be brought out of the storage cupboard. We saw one child sitting quietly and reading a book, whilst others chose to run around acting out superhero scenarios. During the Christmas Party we saw children sitting out of games as they did not want to take part and saw practitioners giving them the choice to decide what they could play next after musical statues and pass the parcel were over. Children confidently spoke to us about the party, activities in school and what they like about attending OJ Rocks. Children were given the opportunity daily to choose what they eat at snack time as they make their own sandwiches.

Children are encouraged to express themselves with confidence.

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 around them.

Children feel secure because they are familiar with routines. This was evident when the children came into the hall with practitioners from their classroom and sat down ready for instructions on what was available, a reminder of the club rules and general discussions on the children's well being. All children were confident to talk to practitioners about their day which demonstrated they had formed secure emotional attachments, the children we spoke with told us they knew who they can talk to if they are ever unhappy or worried.

Children are comfortable and relaxed in the club which provides them with appropriate support to build positive emotional attachments.

1.3 How well do children interact?

Children interact really well at the club.

Children play well together and take turns. We saw that some children needed a little more support and were fortunate that those caring for them were very familiar with their needs. Older children were keen to help the younger ones, but on occasions the children were split into age groups, for example when playing 'pass the parcel' this enabled the younger and more timid children to be more confident when taking part'.

Children were aware of the school rules and refer to these when in the club. Children were respectful towards each other and practitioners and visitors to the service. Children who did not wish to join in with some of the party games and those who were caught out during the games waited patiently for their friends to finish the game, they were not disruptive or demanding attention, but willing to wait and encouraged those still in the games. Children's positive behaviour was frequently praised. Children were polite and use good manners. We heard them saying please and thank you, no unwanted behaviour was seen.

Children are positively supported and encouraged to understand and 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?

All children we saw had a good variety of experiences including freely chosen, self directed play. Children could engage with various types of play with different play and learning resources freely and safely because the hall is spacious and was well set out with age appropriate toys and resources which interested them all and supported their imagination and creativity.

Children had access to a wide selection of activities such as sand play on a plastic mat with a wide selection of appropriate toys. Children were highly motivated and engaged in their play because of the variety of suitable activities available. They were happy to talk about what they were doing and were having fun. Children could choose to relax and enjoy quiet times, for example by either looking through books independently or chatting with their friends on the soft mats available. We did not see the children playing outdoors as it got dark very soon after the children arrived at the club. The children do however have access to the playgrounds and play equipment outdoors and a Forest School area. Use of the outdoors throughout the year would further enhance the quality of activities for the children, even for short periods of time whilst it is still light, or allowing small groups of children time whilst it is dark to be supervised and to have fresh air in well lit areas of the playground.

Children have a very 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 have plenty of opportunities to develop, learn and become independent.

Most children are naturally motivated to freely choose and personally direct their play. They are developing their independence and were confident to move around the service and access what they wanted to do. Independence skills are encouraged, during snack time we saw all the children involved in helping to prepare their own snack and tidy up after themselves. We saw children using the toilet facilities independently and then washing their hands without being prompted. We also saw all of the children being escorted to the toilet facilities to wash their hands before snack, the younger children learning from watching others and keeping to routines.

Children are well supported through a combination of interaction, the layout of the service and the resources available.

2. Care and Development

Summary

Practitioners do an excellent job of keeping the children healthy and safe by understanding and implementing the clubs policies and procedures. They aim to ensure that children are physically active each session whether they are indoors or outdoors and they promote healthy eating, personal safety and relationships. Practitioners are exceptionally caring and nurturing. The leaders/persons in charge use skills acquired whilst working within the school environment during the day to ensure that each child's individual needs are met and in a way that is appropriate for them.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners strive to keep children safe and free from harm at all times.

All practitioners fully understand their roles and responsibilities regarding implementing policies and procedures at this service. We examined documentation such as accident and incident forms, all were completed appropriately and had been signed by parents. No child protection concerns had been logged but forms had been completed where concerns had been passed on to the head teacher. Leaders were aware of their need to follow up any concerns they pass on to ensure that the appropriate action has been taken, if not they were aware that they had a responsibility to act. Two practitioners are also registered persons, one is also the person in charge of the day to day operation of the club, both have level 3 qualifications and current first aid certificates. All practitioners are booked in to attend a food hygiene refresher course in February 2017. Practitioners are aware of what to do if there are any safeguarding issues and we saw that they were following the clubs behaviour policy. Practitioners have updated their safeguarding training in June 2016 and all have satisfactory Disclosure and Barring Service checks in place. A Code of Conduct for club members in relation to the use of ICT on the premises is displayed in the hall as are fire evacuation procedures, fire alarm registers and completed logs.

We saw practitioners completing a register as 24 children arrived with club staff from their classes. The practitioner to children ratio was appropriate for the mixture of under and over 8 year olds attending. Fluorescent tabards were given to the children to wear, these made it easy to distinguish the club children from any other children that may be on the school premises. Visitors to the premises are requested to sign the visitor's book and are escorted to the hall by school staff. When the children were taken to wash their hands as a group, rules about running in the school were emphasised. By making children aware of the dangers they face i.e. why they wash their hands and not running, practitioners are reinforcing the children's behaviour.

Practitioners are very aware of the importance of promoting cleanliness to help avoid cross contamination and the spread of germs. All have attended Basic Food Hygiene training courses and all snacks are prepared in the school canteen facilities. Tables are cleaned before snacks and clean table cloths used each day to further protect the children. Throughout the session children were encouraged to wash their hands and wipe noses. All

children were escorted to the toilet facilities to wash their hands before snack. Practitioners prepare bowls of sandwich fillers for each table, for example butter, cheese triangles, cucumber, tomato, and tuna mayonnaise and then serve the ham slices direct from packaging using serving tongs to those children wanting a slice. Yoghurt and a good selection of fresh fruit were offered in bowls after the sandwiches were eaten, with a drink of water or weak sugar free juice. Practitioners oversee the tidying up of tables, instructing children to place dirty cutlery in tubs and waste food in recycling containers.

Practitioners promote healthy lifestyles and discuss how the children can better take care of themselves when opportunities arise.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions really well.

Practitioners are very good role models for the children; they manage interactions confidently through knowing individual children well and using strategies such as humour to build good relationships and raise the mood of children. Practitioners use the traffic light system adopted by the school to promote appropriate behaviour and encourage those with behavioural issues to try hard to self discipline themselves. For most children, practitioners promote positive behaviour using praise and encouragement as the children know what is expected of them and behave appropriately. We were impressed with the management of the children during the Christmas Party activities. Children were excited, having fun and keen to have a good time near the end of term, however they all responded immediately requests to be silent when a practitioner put her arm in the air. Individual children were managed extremely well to ensure that a good time was had by all, for example they were asked gently if they would like to help with the serving of the party food and removing tablecloths, moving tables and chairs after children had finished. Practitioners providing support for a profoundly deaf child have been trained in the use of specialist equipment; the child was involved in all activities and had a good time.

Children benefit from consistent practitioners who have positive attitudes.

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

Practitioners know the children very well and have a very good understanding of their individual needs. This is partly due to the fact that practitioners form a consistent team of carers and two of them work within the school. Practitioners allow the children to relax a little and enjoy themselves, but are clear when individuals push boundaries that their behaviour must not compromise their own safety and that of others. They are also aware of the children's home backgrounds, their interests and what may be important to them, subsequently good relationships are formed with the children which enables discussions to take place which assist practitioners when planning future activities.

Practitioners plan activities that interest the children attending the club and keep to familiar routines so to ensure that children feel some sense of security, this is particularly beneficial to those children with additional needs. We saw practitioners promoting the children's self esteem and confidence at every opportunity using praise, humour and encouragement. We

saw older children confidently using an age appropriate Air Hockey table game and a pool table and were told by the children that they also have a table tennis table which is popular and DVD nights with popcorn are great. It was good to see that the needs of the older children had been taken into account. During both sessions observed there was a great sense of fun and enjoyment observed.

Practitioners ensure that children benefit from a service that is well planned and suitable for the needs of those attending. Activities are of great interest to the children and stimulate them.

3. Environment

Summary

Leaders provide an environment that is safe, welcoming, clean and familiar to the children. There are appropriate play and learning resources available for the age range of children attending.

Our findings

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

Leaders ensure that children are kept safe.

Leaders respond to a bell rung by parents at the main school entrance, children are escorted to the door if parents do not intend coming into the hall. Leaders have a clear view through glass doors to see who is present. Following a suggestion from parents, children now wear a fluorescent tab bard to identify them as children attending OJ Rocks. We were asked to identify ourselves when we arrived at the service and to sign visitor books.

There are risk assessments in place for all areas used by the children and daily checklists; we saw the daily risk assessment being updated at the start of the second session. We were also told that there is a separate risk assessment for the use of the Forest School Area.

Children benefit from being able to play indoors and outdoors in areas which are suitably enclosed and safe.

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

Leaders ensure children enjoy their time in an environment that encourages and promotes play and development.

OJ Rocks Fun Club is located in the school hall/dining room with Owen Jones School. There are toilet facilities for all age groups adjacent to the hall. Outdoors there are secure tarmac areas and grassed areas for play on large equipment and running around. Next to the main playground there is an enclosed outdoor classroom area where children can sit or climb on suitable apparatus. They can also grow fruit and vegetables in containers in this area.

Leaders have ensured that there is enough space for the children to play freely when outdoors and indoors without disrupting others. All children and parents we spoke to were happy with the facilities at the club and had no concerns at all about the premises and children's safety.

Children enjoy their time at the club and benefit from the forward planning by leaders to provide a safe and suitable environment which meets the children's needs.

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

Leaders provide a range of age appropriate resources and equipment for the children which promote children's curiosity, interests and learning.

The resources encouraged children to be active or they could have some quiet time, drawing or looking at books. Leaders have ensured that there are ample resources for those attending. Risk assessments and daily checks of the resources enable them to monitor when resources should be replaced. We found all the equipment to be in a good condition and age appropriate.

The resources provided by leaders give children appropriate experiences and opportunities and support their development.

4. Leadership and Management

Summary

Since the last inspection leaders have a clearer vision for the service. Leadership of the service is good with certain aspects of the care and development of children being excellent. Leaders involve practitioners, parents, carers and children in the continual monitoring of this service and subsequent improvements.

Our findings

4.1 How effective is leadership?

Leaders deliver a service as it is outlined in the statement of purpose. There is suitable public liability insurance in place which is valid until May 2017. The registered persons offer support to employees by being present for most sessions. We saw evidenced that weekly meetings are held with practitioners in order to provide support and guidance and annual, in some case six monthly appraisals to follow up any concerns individuals may have and any training needs identified. Leaders at this service operate as a team on a day to day basis; they work extremely well together and provide a good role model to a third practitioner currently pursuing a level 3 qualification in child care. She is encouraged, motivated and supported to fulfil her ambitions and is thriving in this well managed service which is driven towards a clear purpose and goal.

Children's happiness and the professional development of practitioners are at the centre of the service delivery.

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

Leaders seek the views of parents, carers and children by talking to them and offering them questionnaires about the service provided.

Leaders take notice of suggestions put forward by others in order to improve the quality of care provided. In the past they have taken advice from Flintshire Family Information Services, Clybiau Plant Cymru / Kids Club Wales and Care and Social Services Inspectorate Wales, the regulator and registering body. The only suggestion made by parents in relation to the use of fluorescent tabards has been implemented and has been a great success. Generally parents are very happy with the way in which the service is run. CSSIW have received no complaints with regards to this service and leaders reported that no formal complaints had been made by parents, carers or children since the last inspection.

A quality of care review to monitor the service has resulted in a report which is made available to parents, carers, practitioners and children. It sets out how the service has improved and an action plan for further improvement.

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

Leaders ensure that children are cared for by a familiar, experienced and dedicated team of practitioners. This is further enhanced by the consistency of the team and because the registered persons have caring roles within the school during the day.

We saw that the registered persons/ person in charge and practitioners are mutually supportive and work well together. Supervision and appraisals had been completed and notes recorded at all staff meetings.

Children benefit when practitioners are supported to fulfil their role.

4.4 How effective are partnerships?

Leaders are aware of the importance of involving parents and carers in the care of the children attending OJ Rocks Fun Club and appreciate the support provided by Flintshire Information Services and Clybiau Plant Cymru/Kids Club Wales.

We saw that leaders and practitioners have a very good rapport with those parents/ carers seen collecting their children on both days we visited. Leaders also display the registration certificate and a selection of core policies and procedures on a noticeboard in the school hall. Parents and carers are given a handbook on registration at the club and access to a website where they can also find further copies of policies and procedures if needed. Parents and carers spoken to and completing questionnaires gave us plenty of good examples of how practitioners go that extra mile to ensure that the children are happy at the club and that parents feel reassured that they are safe and having fun. Parents also spoke about the warm and caring atmosphere and attitude of staff, with one parent stating that this was the best thing about the club.

OJ Rocks has a good relationship with the school as practitioners have roles within the school and know the teaching staff and head teacher well. Leaders use the school facilities for the benefit of the children before and after school. This after school service is crucial for parents and carers and for the school in providing a wrap around care service for working parents and carers.

By working cooperatively and ensuring that valuable information is shared with practitioners to support them to care for children safely will undoubtedly improve the children's experiences. This will best be seen in the summer months when outdoor play and the use of the Forest School will add further excitement to sessions.

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

None

5.3 Recommendations for improvement

A recommendation has been made on this occasion to use the outdoors for short periods of time during the winter months to enable the children to have some fresh air at the end of the school day and opportunities to be active if they wish.

6. How we undertook this inspection

This was a scheduled baseline inspection.

One inspector visited on 15/12/16 from 15.30 to 17.15 and again on 4/7/17 to examine documentation and give feedback to the registered persons.

- We observed the children and the care they received at OJ Rocks on both visits;
- We examined a wide range of records on the second visit;
- we spoke to a number of children, the registered persons, person in charge and a practitioner present on both occasions;
- we inspected all areas of the premises and the quality of the toys and equipment;
- we examined two practitioner and seven parent questionnaires issued by CSSIW.

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	Michelle Simpson Heather Wall
Person in charge	Michelle Simpson
Registered maximum number of places	26
Age range of children	5 – 11 years
Opening hours	Monday-Thursday 7.45 – 9.00 and 15.00 – 17.30 Friday – 7.45 – 9.00 and 3.00 – 16.30
Operating Language of the service	Both
Date of previous CSSIW inspection	23/1/14
Dates of this inspection visits	15/12/2016 and 4/1/17
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No – Working towards Welsh Language Offer
Additional Information: OJ Rocks Fun Club has direct access to Forest School Area also registered with Plas Derw Trust for a Holiday Club on same site i.e. Ysgol Owen Jones, Northop.	