



Inspection Report

Saplings Out of School Care

**Evenlode Primary School
Evenlode Avenue
Penarth
CF64 3PD**



Date Inspection Completed

19/07/2023

About Saplings Out of School Care

Type of care provided	Childrens Day Care Out of School Care
Registered Provider	The Committee of Saplings Out of School Care
Registered places	90
Language of the service	English
Previous Care Inspectorate Wales inspection	14 June 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

For further information on ratings, please see the end of this report

Summary

Children are confident communicators as their wants and needs are considered. They have a strong sense of belonging. They form strong friendships and are very familiar with routines. Children are enthusiastic and interested in their play. They have a good range of interesting opportunities indoors and outdoors.

Staff understand and implement policies and procedures to promote safety for children. Staff positively interact and engage; they use gentle tones and positive reinforcement with children. Staff provide a range of play and learning activities, suitable for the age and stage of development of the children.

People who run the setting have appropriate policies and practices in place and ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. There is ample space indoors and outdoors for children to access a range of activities and resources.

Overall, the people who run the setting comply with the regulations and national minimum standards. There are several recommendations and an area for improvement in relation to staff supervision and appraisal has been noted.

Well-being

Good

Children are confident communicators as their wants and needs are considered. For example, children are listened to when they want an alternative light snack to what is provided. They have free choice of activities and choose what interests them, competently seeking out resources. They have good opportunities to make choices and decisions about what they would like within their wrap for tea and request if they want new resources to be purchased.

Children are content and express enthusiasm and enjoyment. They have a strong sense of belonging. They form strong friendships and are very familiar with routines. We saw all children interact successfully with one another, sharing, smiling, and engaging with their friends and staff. All children are very familiar with routines. For example, children confidently participate at registration, tidy up and snack time. Children feel safe and confident if they were worried, they know they can talk to staff.

Interactions between children and staff are positive. We saw children engaging cooperatively when colouring, with one child asking another "*Can you help me?*" Children enjoy playing with cars, reading books, and engaging in football outside. Children are actively interested and engaged. Children are very polite and naturally use good manners without prompting and confidently ask for help if they need it. Children explore the environment and engage in play opportunities both inside and out with great ease.

Children are enthusiastic and interested in their play. They have a good range of interesting opportunities indoors and outdoors. Children actively take part in child led play with support from adults, as needed. They are encouraged to take part in activities which result in a good feeling of achievement. We saw staff share books and read with younger children. Older children enjoy taking part in gymnastic shows on the field and show staff their talents on the climbing frame during outside play. Children have freedom to choose when they want to relax and rest or take part in play activities.

Children are developing their independence skills suitably. They choose activities and resources from the selection available. Children take responsibility for their own belongings, such as their coats and bags. They are encouraged to use the bathroom independently and help tidy up. Some opportunities to promote children's independence are missed at snack times.

Care and Development

Good

Staff understand and implement policies and procedures to promote safety for children. They have a good understanding of their responsibilities to protect children. They attend child protection and prevent training and are clear about their responsibilities to safeguard children. Most staff hold current first aid and food hygiene certificates. Appropriate accident, incident and medication records are maintained and signed by parents. There are systems in place to meet allergies, dietary and medical needs. Suitable cleaning and hygiene practices are in place. Children use hand gel prior to light snack, with hand washing prior to tea and after outside play. Staff wear appropriate protective clothing and use tongs when serving food, tables are cleaned after use. The setting encourages children to drink water. A light snack is provided to children at the start of the session, with a light tea provided towards the end of the session. Children make suggestions of their likes towards the healthy menu which is in place. Staff undertake head counts regularly and handovers are provided by school staff to club staff at the start of the session. The use of walkie talkies allow staff to keep open communication without it impacting on the safety or care of children. For example, when playing outside, staff use walkie talkies to say when a child is leaving, allowing the child to walk to the gate where a staff member is waiting with their parent or carer.

Staff understand the behaviour management policy and implement positive behaviour strategies effectively. Staff use gentle tones and positive reinforcement with children. We heard staff remind children to do “*good listening*” and thank children for their help. Staff use a tambourine to gain children’s attention when lining up prior to going outside, reminding them of rules and areas they can play. Staff positively interact and engage with children. When sitting together at the table building loom bands, staff commented “*you can do this with your eyes closed!*” They know children very well and have good knowledge of their needs. All staff are consistently responsive and demonstrate warmth and kindness.

Staff provide a range of play and learning activities, suitable for the age and stage of development of the children. For example, we heard staff interacting with children whilst playing with cars, asking where they will park. We saw children encouraged to choose what they wanted to play with from a variety of resources. Children confidently explore the outdoor environment, accessing a range of areas which is well deployed by staff. Children and staff engage in games, such as playing football.

The planning follows children’s interests, with children able to choose activities they are interested in, it is not formally recorded. No Welsh was spoken by staff or by children. The setting has systems in place to support children who have additional learning needs and work in partnership with parents and school to support children.

Environment

Good

People who run the setting have appropriate policies and practices in place and ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. They carry

out safety checks regularly. Daily checks are in place for the building, including the toilets and outdoor area. Risk assessments have recently been reviewed. A secure entry system is in place to the main school, with an electronic signing in and out system. This is used for staff and visitors, with a visitor policy in place. The setting has a separate access for dropping off and collection of children at the setting, with a doorbell in place. Systems are in place to ensure the outdoor area is checked prior to use. This includes checking gates are secure and all have key code padlocks. Regular safety checks are undertaken for fire equipment and the boiler, alongside a compliance management check list to monitor on going checks. Fire drills and reverse drills are undertaken regularly.

People who run the setting provide large indoor play spaces for children to move freely and explore, for both older and younger children. Children can use a range of areas including tabletop, role play or floor areas to develop their play. The outdoor area is equipped with a range of resources and although it is a large space, it is often split into two areas. This allows for activities such as football to take place in a safe area away from younger children. The environment meets children's needs and enables them to reach their full potential. Inside, there is a range of equipment available to children. Resources are stored in a large walk-in cupboard, which children can easily access, anything out of reach is provided to children at their request. A kitchen facility with sole use for the setting allows appropriate preparation and storage of food.

People who run the setting ensure children can easily access a range of quality age-appropriate furniture, toys, and equipment both indoors and outdoors to stimulate the children's interest and imagination. There is a range of resources to ensure children have a variety of choice. For example, small world play, art, and craft activities, reading books, role-play activities and puzzles. The service is clean and generally well maintained.

Leadership and Management

Adequate

The setting has been operating without a Responsible Individual (RI) since 2020. Following the inspection visit, an application for a new RI has been received and approved. The Person in Charge (PIC) and organisational officer has ensured the continued running of the setting during this time. Overall, they meet the national minimum standards and regulations.

There have accurately maintained records. Registers are complete, with actual times of children's arrival and departure, staff sign in on an automated system. Children have complete contracts, with a range of consent forms in place. People who run the setting have policies in place and ensures these are implemented in practice. However, they have not been reviewed recently and many do not reflect changes in guidance, legislation, or staff. Following the inspection visit, the statement of purpose and an updated staff matrix has been provided to CIW. The setting has up to date certificates such as public liability insurance, employee liability insurance and ICO (Information Commissioners Office).

There are suitable procedures in place for self-evaluation of the service. In February 2023, the people who run the setting reviewed their practices. The quality of care review reflects feedback collected from parents, children and staff. It supports a plan that improves outcomes for children. Within the plan they highlight the intention to introduce a new electronic software system to improve the management of the setting and allow for better information sharing and communication between the setting and parents.

Overall, people who run the setting follow safe recruitment procedures, which ensures staff are suitable to work with children. However, individual information is not always clearly recorded on site due to checks being undertaken by the HR department offsite. The staff overview sheet is not always countersigned by the PIC and RI and staff files do not all include photographs or a medical declaration of health. All staff members have up to date Disclosure and Barring Service checks (DBS). All staff are qualified or working towards appropriate qualifications. New staff have an induction, and a 'buddy' system supports them in their role. The PIC and staff work as a team to support each other, with regular meetings, catch ups and de-briefs at the end of the session. Staff told us they can go the PIC and feel well supported. The PIC has not had recent management support, supervision, or appraisal due to the lack of RI at the setting. No formal supervision or annual appraisals with any staff have taken place recently. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The people who run the setting work with other professionals and have good links with the school. They confirm there are positive partnerships with parents. Verbal conversations take place, the setting use emails and text messages to communicate. As part of the inspection process, we gained the views of parents and children. Overall, they told us they are happy with the service.

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
28 (2) (b) [i] Sch1.33	staff files did not contain all the relevant information as required by the regulations	Achieved
31 (1) Sch4.02(1)(b)	Failure to inform CIW of staff changes	Achieved

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status
29	The responsible individual must ensure staff receive regular supervision meetings and annual appraisals which all them to effectively support the needs of children.	New

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)
Standard 18 - Quality assurance	Ensure policies are updated to reflect accurate information and changes in guidance/ legislation
Standard 5 - Records	Ensure all staff files are complete and countersigned by person in charge and responsible individual to confirm complete information

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Develop independence skills further at snack times
Develop the use of Welsh language

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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