



Inspection Report

Blue Door Out of School Childcare

**140 Whitchurch Road
Cardiff
CF14 3LZ**



Date Inspection Completed

17/06/2022

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About Blue Door Out of School Childcare

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Out of School Childcare Limited
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	First Inspection post registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

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

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

Summary

Children are happy, settled and enjoy their time at the out of school club. They feel safe and secure in the care of staff. Staff make sure there is a suitable selection of age-appropriate activities and resources available to keep children engaged in physical and imaginative play. Children are confident to speak and share their ideas with staff who encourage them and show interest in their views. Children can freely choose what they want to play with and can ask for different resources when needed.

Staff understand their responsibilities to report concerns about children and have good knowledge of the safeguarding procedures. They implement the setting's policies and procedures well. Staff are patient, kind and caring. They support children's learning and development through a suitable range of planned activities influenced by children's interests.

The environment is secure, clean, and welcoming. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently. People who run the setting use self-evaluation effectively to identify and make improvements. Staff keep parents well informed and up to date about their child's experiences and development. They work closely with them in making decisions about their child's well-being.

Children feel safe, happy and valued at the out of school club. They are encouraged to express their opinions and frequently approach staff to ask for anything they want. They confidently choose resources and make decisions about what games they want to play. For example, children were excited to choose different coloured water with sparkles in them as they made 'potions' and 'chemicals for sweets.' We heard lots of laughter as children pretended to taste the liquids and decide which ones they would freeze into delicious sweets.

Children are very happy at the setting and feel valued. They enjoy being in the company of other children and form friendships which help them feel content. Children feel safe and secure as they are familiar with the routine of the setting. They receive lots of encouragement and praise from staff when learning new skills, this gives them the confidence to play and learn. Children are encouraged to join in and be part of the group activities. For example, a staff member welcomed enthusiastically when they joined in a group craft sticking activity' Ahh, you have come to join us, Great!'

Children develop positive, healthy relationships with their friends and are happy to seek support when needed. They are beginning to develop important social skills such as taking turns and sharing with their friends. For example, children took turns to draw the letters in the tuff spot activity. They show respect for resources and many children help tidy up between activities. Children behave very well, are extremely polite and enjoy receiving praise from staff for good manners and being kind and helpful.

Children enjoy their play and learning. They have many choices and opportunities to make decisions about how they spend their time. They choose from a variety of exciting and enjoyable activities. We saw children delight in their play as they investigated the animals in the small world tuff spot. One child was very proud to explain to a staff member how the mummy cows give milk to their babies from their udders.

Children develop a wide range of skills as they play. They have many opportunities to become independent. For example, they wash and dry their hands independently and we put their plates on the sideboard for cleaning after snack. Children enthusiastically help tidy away at the end of a play session, happily singing along to the tidy up song as they do so.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They follow a useful set of procedures to ensure they meet the health and safety needs of children. Staff recognise the importance of updating their first aid training and a suitable number of qualified first aid staff are always on duty. They maintain appropriate records of incidents and the administration of prescribed medication if required. These are recorded on the 'Family app' and parents receive notifications with details of any incidents and medication updates immediately. Leaders discussed procedures that are in place to ensure that all parents and carers have acknowledge receipt of this important information for health and safety reasons. The nominated child protection person has developed a safeguarding policy for the out of school club. She ensures she keeps the policy up to date and the staff understand it.

The children are provided with a good range of healthy foods and individual drinking water bottles are always available. Staff know the children's specific dietary requirements and are aware of any individual allergies. The menu currently does not include details of possible allergens in the food served. During the inspection, the children were observed enjoying snack time together where they were encouraged to be independent. They and selected from a range of fillings including chopped carrots, cucumbers and egg mayonnaise to make their own pittas and poured their own drinks. Leaders explained that the staff currently prepare the food for the children, but this will change as a new cook is being employed.

The people who run the setting have developed a specific COVID -19 policy, risk assessments and adjusts these procedures as advice changes, to continue to protect children during the pandemic. Good hygiene routines are in place to promote children's health, including encouraging children to wash their hands at appropriate times.

Staff are kind and caring towards the children. They are responsive and nurturing, which means children approach them with ease. Staff work well together to support and promote children's social behaviour, being mindful of their age and stage of development, in line with the behaviour management policy. For example, staff praise children enthusiastically when they play co-operatively. Staff act as good role models as they are very kind and respectful towards each other and the children. Staff have a suitable understanding of individual children's needs, abilities and backgrounds. This helps them to plan age appropriate activities to keep the children interested. The current planning and observations for children's next steps in learning is at very early stages of development. The Welsh language is promoted well, and we heard a good level of incidental Welsh and Welsh songs.

People running the setting ensure the environment is clean, safe and secure and provides sufficient space for children to play and learn. The entrance is secure; locked doors ensure only authorised access and keep a log of any visitors. Staff keep children safe because managers regularly review risk assessments for all areas of the out of school club. We saw staff immediately identify emerging risks, for example, staff reminded children to 'make safe choices' in their play when they were riding their bikes a little fast near the wall.

Routine maintenance checks for the building and appliances are undertaken, such as safety tests on portable electrical appliances and fire prevention equipment. Regular fire evacuation drills are also undertaken and recorded. The 'Family app' is used to record the registers of children's and staffs' arrival and departure times at the setting. This ensures an accurate record of staff and children on site at any one time, in the case of an emergency or safeguarding issue

The indoor play areas provide appropriate space to meet the needs of the children. They have suitable spaces to relax, play and take part in a range of activities, which promote independence. For example, we saw children concentrating on a craft activity and playing in the play home corner for lengthy period of time. The outdoor area is small and enclosed to the rear of the building with an adequate level of resources including sand and water, small child's trampoline, ride ons and table and chairs for craft activities. This area also allows children to explore and practice some physical skills. Staff explained that children have a choice of a variety of outdoor resources, stored in the outdoor shed, which they rotate depending on the activities planned. The manager explained that they have plans to further enhance children's play experience outdoors.

Children have access to a good range of well-maintained and age-appropriate resources, which are organised well and stored at a suitable level for easy access. Covid procedures are in place, understood and implemented by staff. Regular cleaning of toys and equipment is undertaken. The setting has suitable furniture and equipment to support children's independence. For example, child sized tables, chairs, low level toy storage and individual named coat pegs for their belongings. There are a suitable number of children's toilets, which are in the main hall of the setting. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands. The current arrangement for children's nappy changing is under review.

People running the setting have a good understanding of current best practice and show a commitment to continually improve the quality of the service provided to children and parents. They manage the setting in line with the regulations and National Minimum Standards. They have developed a suitable range of policies and procedures and make sure all staff follow them. There is a clear statement of purpose, which provides an accurate picture of how the setting runs. When areas for improvement are brought to the manager's attention, she welcomes this advice and is proactive in her approach to improve the service. There is an up to date COVID 19 policy in place and procedures have been updated based on current best practice guidance

People running the setting understand the importance of having a team of well trained, confident staff and check all their mandatory training is up to date. For example, training records looked at demonstrated most staff have completed up to date mandatory training. Leaders identify additional areas of training to ensure staff have the skills required to care for the children's individual needs. For example, the manager explained that she plans to update staff training in behaviour management for children with additional learning needs. Feedback from staff demonstrated that they had an appropriate understanding of the core policies and procedures in place for the holiday club. There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Recruitment files examined demonstrate leaders understand their responsibility to ensure staff are recruited safely and have the necessary qualifications and experience required to care for the children. Staff are offered some support and guidance by the management team during informal supervision and appraisals sessions.

People running the setting have completed a quality of care review to help plan for improvement. The annual quality of care review considers the views of parents, children, and staff, identifying areas for development. Actions identified in the report include development of the outdoor play area, increase in storage areas for children's belongings in the entrance hall and planning for children's next steps in their learning. There is a complaints policy available for parents.

Leaders work in partnership with parents in order to plan for each child's individual needs and promote good outcomes for children. There are a number of appropriate communication systems at the setting including the Family app, daily verbal feedback, phone calls and emails. Parents were very positive in their feedback on the setting's care of their children. Comments included *'Children are engaged in a broad range of activities and allowed to be involved as much as they would like. This service is respectful of individual schedules and wished of parents.'*

Recommendations to meet with the National Minimum Standards

- R1. Parents should be provided with information on the potential allergens in the children's food menu.
- R2. The current arrangements for nappy changing should be reviewed.

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

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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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