



Inspection Report

Churchstoke Little Explorers and after school club

**Churchstoke Cp School
Churchstoke
Montgomery
SY15 6AA**



Date Inspection Completed

16/03/2023

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About Churchstoke Little Explorers and after school club

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Churchstoke Little Explorers
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 10 April 2018
Is this a Flying Start service?	Manual Insert] 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<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 happy and settled within the setting. They have warm relationships with each other and staff, which helps them feel safe and valued. Children can make some choices about how they spend their time, and they confidently move around the environment. Their independence skills are well developed.

Overall, staff are attentive and know the children well. They are confident in their role and clear policies and procedures support them in this. They plan some adult-initiated activities for children; however, these require further development for the benefit of children.

The premises are secure and safe, and the environment is welcoming. Cleanliness is suitable and levels of maintenance and décor provided by the landlord is adequate for the purposes of the service provided. The environment is well resourced and gives scope for plenty of play and learning opportunities both indoors and outdoors.

Many areas of leadership and management are effective; however, some practice and regulatory matters require further attention. Managers listen to staff, and they feel valued and supported as a result. There are suitable policies and procedures in place, and records and documentation are maintained appropriately.

Children are confident and resilient. They move freely around the playroom and can make some choices about what they play with based on what is available. They are well aware of their daily routines. Children are given good opportunity to express themselves and talk about the things that are important to them. However, their voice and control over their experiences is limited at this setting. For example, when children wanted to listen to a story they were repeatedly interrupted by other children and staff.

Children feel safe, content and valued at the setting. They develop warm relationships with other children and staff. Children approach care staff spontaneously to seek reassurance or support and enjoy receiving praise and recognition for their efforts. We saw children laughing and smiling as staff sometimes joined in with their play, such as making train tracks. Children are very confident in the service. They immediately approach us when we arrive, talked with us, and invited us in.

Children co-operate, take turns and share, and they are developing sensitivity to the emotions of others. They demonstrate a suitable understanding of what is expected of them whilst they are at the setting. Children are learning to negotiate their play and some of the older children are learning to play co-operatively. They are developing a sense of right and wrong and are becoming self-disciplined.

Children enjoy the play-based activities they engage in, for example a group of girls enjoyed playing in the hairdressers. We saw children were active and curious throughout the inspection. It is difficult for children to sustain interest in adult-initiated activities because they do not always fit with children's abilities or allow them to be active participants. Children enjoyed playing outdoors riding on trikes and playing in the water.

Children have plenty of opportunities to be independent. Many children access the toilet facilities themselves and wash their own hands. They can access resources with ease from storage units in the room, and they are practicing the routine of tidying when activities change. However, when doing the daily adult-directed craft activity, they practiced very few skills and completed it under direct instruction.

Care and Development

Adequate

Overall, staff are effective in their roles. They are clear about their responsibilities and effectively implement procedures. Staff have suitable knowledge of how to keep children safe and healthy. Meals and snacks are provided by the service. Staff support children, encouraging them to eat and pour their own drinks. Staff ensure children frequently wash their hands at appropriate times. Staff know how to raise safeguarding concerns. They speak confidently about safeguarding procedures and know that managers will be responsive to any concerns they raise. There are procedures for reporting accidents, incidents and existing injuries, and are recorded appropriately.

Staff interact in a kind and caring manner with children. They provide comfort for children who are unsettled, and children readily approach staff for cuddles. Staff act as positive role models to children. In the main, they are consistent in their approach. Whilst children are always active, they are not sufficiently positively occupied and stimulated. Staff know children well and provide comfort and reassurance when children need it. However, their understanding of children's individual needs and preferences is not sufficiently robust. Written activity planning is basic and does not consider how the activity will promote children's skills and development or how staff can extend their play. For example, opportunities were missed to extend learning during the craft activity, story time, snack time and when building a railway track. Discussions were limited between staff and children and story time was chaotic. We heard only limited inclusion of the Welsh language.

Environment**Good**

The environment is safe and secure for children. All visitors sign in and out. Daily safety checks of the areas used by children are undertaken. However, the risk assessments that support these checks need reviewing. Records show fire drills have been carried out, however these need to include children attending after school. Insurance certificates are up to date. The Person in Charge assured us the landlord would have undertaken the necessary routine safety checks for the building, i.e., an annual gas safety check and an electrical safety certificate, however these were not viewed at the time of the inspection.

Managers and staff maintain the environment appropriately and provide a welcoming, child friendly space. Children have sufficient space to play, as well as suitable child sized furniture. Children's toilets are easily accessible, which allows for the development of independence. They are well stocked with soap and paper towels to promote an infection free environment. There is an extensive outside play area, which children enjoy accessing. Children also have use of the adjoining yard area for larger games when not in use by the school. Children's work is displayed on the walls.

Resources are mostly appropriate for the age of the children, and most are of good quality. A selection of resources is stored at low level and in containers which are of a manageable size for children to handle, helping to support their free choice. We saw children confidently bringing out stored resources of their choosing during the inspection. Books are available in both English and Welsh. Plenty of natural, sustainable materials or real-life items are included. Children are provided with a range of good quality resources, which support their play, learning and development.

Leadership and Management

Adequate

The quality of leadership and management varies at this setting. Managers are experienced and are clearly passionate about providing good quality care. There is a detailed statement of purpose providing parents with essential information about how the setting runs.

Children and parents using the service are actively involved in defining and measuring the quality of the service. There is a system in place to ensure a formal self-evaluation of the service is undertaken on at least an annual basis. The Quality of Care report demonstrated the service consults with parents, staff, children and relevant external agencies in order to review the quality of the service and uses that information to set an action plan intended to improve the service over the following 12 months.

Managers and staff are generally well organised, and we saw that this allowed them to remain calm whilst delivering care. Staff confirmed they enjoy working at the setting. They feel supported, knowing they can approach managers for help and support if needed. All staff benefit from regular supervision and appraisal meetings to reflect on their practice. Robust recruitment procedures ensure that suitable staff are employed to work with children. Appropriate records are checked for new recruits.

Positive relationships with the school and other professionals are valued at this setting. Staff told us that the relationships they build with parents are important to them and many families send sibling after sibling through the service, maintaining a strong bond between staff and families. Staff are keen to ensure parents feel they can approach them at any time. Staff ensure parents are kept informed of their child's day at handover, and managers ensure parents have all the information they need to make an informed choice about using the service.

Recommendations to meet with the National Minimum Standards

R1. To further embed and enhance the new curriculum along with the 'in the moment initiative' and 'curiosity approach.'

R2. To complete and record regular fire drills including the children who attend after school.

R3. To review and update risk assessments.

R4. To ensure staff provide learning opportunities and enhance children's play at all times.

R5. To rethink how snack time and story time is delivered.

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