



## Inspection Report

**Oystermouth School Fun Club**

**Oystermouth Primary School  
Newton Road  
Mumbles  
Swansea  
SA3 4BE**



### **Date Inspection Completed**

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## About Oystermouth School Fun Club

Type of care provided	Children's Day Care Full Day Care
Registered Person	Christina Sutherland
Registered places	36
Language of the service	English
Previous Care Inspectorate Wales inspection	14 December 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

## Summary

Children have a suitable voice. They are happy and settled at the setting. Children interact well, co-operating and playing together. Children enjoy free play and engage confidently in their learning experiences. They take part in age appropriate opportunities that develop their independence skills and interests.

Care staff are developing and implementing policies and procedures to promote healthy lifestyles and physical activities. They understand their responsibilities to protect children. However, not all care staff have up to date mandatory training. Care staff engage in children's interests and respond to their needs effectively. They plan and promote developmental skills and encourage a free-play learning environment.

People who run the setting have satisfactory measures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. The premises is welcoming and accessible and there is a good indoor space for children to move freely. People running the setting ensure children have a suitable range of age/stage appropriate furniture, toys and equipment.

People who run the setting have a compliant statement of purpose. They have a basic knowledge of their regulatory responsibilities. People who run the setting manage their care staff well; ensuring they are aware of their roles and responsibilities. However, there are priority action notices in relation to the keeping of records and staff recruitment checks. There are also areas for improvement for conditions of registration, staff supervisions and appraisals. Partnerships with parents are effective.

## Well-being

Children have a suitable voice. During free-play sessions, children choose to play with role play resources, such as dressing dolls and play with kitchen role play toys. Children feel comfortable and express themselves well. They told staff they wanted more bananas at snack time and care staff listened to their requests. Children happily approach staff to fulfil their needs. For example, they tell care staff when they want to use the toilets and ask for different resources indoors and outdoors.

Children are happy and settled at the setting. They feel at ease when they arrive at the after school club. Younger children arrive happily for the wrap around care and they settle quickly as they eat their food and chat to about what they have in their lunchboxes. For example *"Look miss, I have a Peter Rabbit fork!"* Younger children show good self-esteem and smile when they receive praise from care staff for drawing with crayons. Children show they have strong bonds with the care staff. During snack time, children engage in conversation with staff telling them about their families, and their recent holidays abroad.

Children interact well. Young children engage in free play activities, sharing their dolls and changing the outfits for their dolls saying *"Sharing is caring!"* Young children share resources, such as pencils and crayons with others during a mark making activity and children react well to praise from care staff for their actions. Older children invite younger children to play football with them and play fairly and kindly. Children work and play together happily, as they build a wooden train track.

Children enjoy free play opportunities. They giggle and laugh when they hide behind plant pots outdoors and whisper to each other, as they pretend to hide from the dragon. Children play alongside each other and happily share ideas. They made a 'sausage dinner' as they played café, having conversations such as *"be careful, it's hot!"* and hairstyling whilst food was cooking. Children are engaged when listening to stories. For example, they listened carefully to the 'The Three Little Pigs' story and comfortably cuddled up to the member of staff who was telling them the story. Children take part in activities, which give them a sense of achievement, such as, when they score goals during a football game and when the younger children make chalk sunset pictures. The after school children enjoyed playing football, playing with hoops, cups and balls and colouring with crayons outdoors. Older children told us they enjoy coming to the out of school club and mentioned that they play with what they want. Other children told us they like playing computer games and football. Children feel safe and they feel they can approach care staff for help and support when they have any issues.

Children experience some age appropriate opportunities that promote their independence skills and interests. Children help themselves to resources during free play and access the toilets with supervision of care staff. There are opportunities for children to develop independence. They help themselves to foods in their lunchboxes, and ask for support to open food wrappings when needed. However, children are allocated seats during lunchtime, and their food is placed on the tables before lunch by care staff.

## Care and Development

Care staff are developing and implementing policies and procedures to promote children's healthy lifestyles and physical activities. They encourage children from the wrap around setting to wash their hands, however, care staff do not always encourage the out of school care children to wash their hands before eating. Care staff are aware of children's intolerances, allergies and dietary requirements and preferences. The majority of care staff have received food hygiene training. Care staff provide a healthy fruit option and a choice of water or milk at morning snack. Parents bring in lunch and after school snacks. Care staff understand they have a responsibility to protect children. They respond well to potential child protection and safeguarding scenarios. However, their safeguarding training is not up to date. There are a few qualified first aiders for the setting. However, the recommended ratio of trained first aiders to the number of children attending the setting is not met. People running the setting have confirmed that they have made arrangements for safeguarding and paediatric first aid training. Care staff record accidents and they told us that they share information with parents over the phone or via an online platform. However, they do not obtain parents' signatures for accidents that happen at the setting's out of school club.

Care staff engage in children's interests and respond to their needs kindly. They interact with children positively during imaginative play situations. For example, they engage in children's interests when dressing dolls and playing football enthusiastically. Care staff are good role models. They encourage good manners reminding children to say 'please' and 'thank you' and to take turns. They use encouragement and rewards to manage children's interactions. For example, when children did not want to tidy up, care staff encouraged them to help and praised them after they had completed the task. Care staff praise children for achieving their goals, for example, writing their names independently and making lists using pencils and crayons.

In the wrap around setting, care staff suitably plan for children's activities through themes. They provide resources to promote mark making opportunities. For example, by using menus and shopping lists in the kitchen/café role play area. They plan and promote developmental skills through phonics, numeracy, crafts, role play, physical play and story/circle times. They mainly follow a free-play and free choice learning environment where children follow their interests by choosing the resources and toys independently. They are aware of children's development and record some observations of children's abilities in a book called 'My wrap around journey'. They plan activities, which promote knowledge of different cultures and diversity, including Welsh and Christian celebrations, such as St. Davids Day, Christmas and other cultural festivals.

## Environment

People who run the setting have satisfactory measures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe and secure. For example, the gates and doors are locked while children are at the setting. There is a record of people who visit the school, however, there is no record of those visiting the wrap around/after school club setting itself. People who run the setting ensure that the environment is kept clean. They practise and keep appropriate records of regular fire drills. Risk assessments including one covering Covid-19 are in place, and implemented successfully. People who run the setting store cleaning chemicals and medication away from children's reach. They ensure that care staff can easily access first aid kits at all times. Equipment and resources are well maintained and are checked annually. Children's lunch boxes are kept in the wrap around room, however these are not refrigerated.

The indoor premises for the wrap around care is welcoming and accessible with displays of children's work celebrating their achievements. People running the setting ensure there is a good indoor space for children to move freely and they have access to appropriate resources. They ensure the environment meets the needs of children. Children's privacy and dignity is respected. People running the setting provide appropriate and spacious outdoor areas for children. The school hall is used for out of school care, with a larger outdoor play area. There are picnic benches, a large playground, a wooden veranda and quiet areas for children to relax.

People running the setting ensure children have a suitable range of age/stage appropriate furniture, toys and equipment. Play resources in the wrap around care are plentiful, organised and clearly labelled and include construction kits, crafts, role play resources, small world toys, books and imaginative play resources. Play resources promote children's curiosity about the wider society, promoting equality and cultural awareness. There are outdoor resources available for children which include bikes, balls, chucks, football goals, hoops and crayons for those who want to sit in the quieter areas.

## Leadership and Management

People who run the setting have a compliant statement of purpose following the updates during the course of inspection. They have a basic knowledge of their regulatory responsibilities. There is an operational plan for the setting, and they review their policies regularly. Although, they have the necessary information to keep children safe, they need to update some documentation to reflect the people who are responsible and in charge for the setting. People who run the setting keep records in relation to children's contracts, permissions and individual needs. The setting is registered to care for 36 children, there have been a few occasions where they exceeded this number and therefore they were not always compliant with their conditions of registration. This is an area for improvement. We expect the provider to take action to address this and we will follow this up at the next inspection.

People who run the setting deploy care staff effectively to ensure staffing ratios are met. Attendance records are in place, but there is some inconsistency where some children are not recorded as present and others have no times recorded of when they leave the setting. There is a daily rota of staff present in the setting, however, the supernumerary is not recorded. Care staff do not sign in and out of the wrap around and after school club and therefore there are no records of those caring for children at all times. This was an area for improvement in the last inspection. We have therefore issued a priority action notice in relation to this matter. The registered person must take immediate action to address this issue.

People who run the setting manage their staff well from day to day, as care staff are aware of their roles and responsibilities. Care staff are very happy in their roles and feel that their working environment is healthy and happy, and feel a part of a family unit. People running the setting ensure that there are sufficiently qualified staff to care for children. Those who are in charge of the after school club are due to qualify as level three practitioners soon and told us that they have had recent play work training. However, care staff have not had regular supervisions and annual appraisals. This is an area for improvement. We expect the provider of the service to take action to address this and we will follow this up at the next inspection.

People who run the setting undertake some recruitment checks which include ensuring that all staff have disclosure and barring checks. However, staff recruitment checks are incomplete, as they do not always include two references, details of employment history and a medical declaration of health. This was an area for improvement in the last inspection. We have therefore issued a priority action notice and the registered person must take immediate action to address this issue.

People running the setting have submitted the Self-Assessment of Service Statement (SASS). They have completed a quality of care report which includes the views of staff, parents and children and any actions planned. People who run the setting inform Care Inspectorate Wales of any changes to the running of the setting.



Partnerships with parents are effective. People who run the setting ensure that there are effective communication systems with parents through an online platform and parents are happy with this communication. Parents told us they are happy with the care provided and feel that care staff and management are very approachable.

## **Recommendations to meet with the National Minimum Standards**

R1. Arrange training for staff to ensure there are sufficiently qualified paediatric first aid care staff to the number of children present and that safeguarding training is current

R2. Ensure a supernumerary person is present at all times

R3. Improve record keeping in relation to visitors to the setting itself; and include parents signatures in accident records

R4. Ensure children's foods are refrigerated; and that all care staff encourage all children to wash their hands before eating

R5. Ensure policies, procedures and related documents reflect the current responsible persons and persons in charge