



## Inspection Report

**Rainbows After School Club**

**Chapel Lane site of Ysgol y Waun  
Chapel Lane  
Chirk  
Wrexham  
LL14 5NF**



**Date Inspection Completed**

16/04/2024

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## About Rainbows After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	John Roberts
Registered places	48
Language of the service	English
Previous Care Inspectorate Wales inspection	12 April 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children express themselves well and have regular opportunities to make choices and decisions. They interact appropriately and learn to be polite and respectful. Children engage well and have opportunities to initiate their own play. Children have access to a good variety of activities and resources and are confident to develop their independence.

Staff have a good understanding of how to keep children safe and implement effective policies, procedures and routines. They encourage and support children to lead a healthy lifestyle. Staff are caring and supportive, responding well to the children, showing interest and enthusiasm during interactions. Staff provide a range of suitable resources and activities that support children's learning and development.

The environment is safe, secure and inviting. Leaders ensure any risks and hazards are managed well. The environment is a suitable space for children to play and learn and it is equipped with well maintained and age-appropriate resources.

Leaders have a good understanding of the setting and care they provide. They manage the setting appropriately and respond well to advice and support. Regular self evaluation helps leaders to identify areas of development and make positive changes. Generally staff are managed well. Good relationships with parents, the school and the wrap around care benefit the children.

## Well-being

Good

Children express themselves well as they know they will receive responses that are meaningful. They have regular opportunities to make choices and decisions that impact their experiences. For example, a child chose not to have snack as they were not hungry and children freely choose where they want to play, including indoors or outside. Children confidently share their interests so staff can provide appropriate activities and resources. For example, getting the empty cereal boxes for children when they asked as part of their role play.

Children are content and happy at the setting. They feel relaxed in the care of the familiar staff with whom they have developed positive relationships with, helping them to feel safe. Children transition well from the school and happily take part in the activities and follow the known routines. For example, children knew to hang their belongings up and then line up ready for snack.

Children learn to be polite and respectful to others. They are well mannered, saying please and thank you at appropriate times. Children of all ages interact well together, with older children playing happily alongside the younger children. For example, when playing a game outside, older children ensured the younger children could join in. Children are learning to share as they use the space and resources co-operatively. They show respect as they use resources and equipment appropriately and help to tidy up when asked.

Children engage well in their play and learning as they can follow their interests and choose from a range of experiences they enjoy. For example, children were very keen to go outside to take part in a game they had been playing in school that day. They have opportunities to initiate their own play, choosing to take part in group activities, play alone or alongside a member of staff. For example, a child was keen to have a game of snap with a member of staff and there was lots of laughter as they played.

Children have access to a good variety of activities and resources that support their development and are suitable for the age ranges. They have opportunities to develop their physical skills as they play outside, running around during games and riding on bikes and trikes. Children have a chance to choose if they want to complete adult led activities such as craft. They have opportunities and are confident to develop their independence. They can access their belongings and the resources they want and independently put their washing up in the sink after their snack.

## Care and Development

Good

Staff have a good understanding of how to keep children safe. They implement effective policies, procedures and routines. These include registering attendance so everyone can be accounted for. However, fire drills are only completed as part of the whole school so some children who attend the other school site do not have opportunities to practice evacuating the setting. Staff understand their role in safeguarding children and know the procedure to follow should they have concerns about a child.

Staff make sure children are encouraged and supported to lead a healthy lifestyle. They only provide healthy snacks with water or milk to drink. Staff make sure children can access drinks throughout the sessions, so they remain hydrated. They encourage good hygiene through keeping the environment clean and encouraging handwashing. Staff give children regular opportunities to be active and get fresh air through them accessing the outdoor areas daily.

Staff are caring and supportive towards the children. They get to know them well and understand their individual needs, personalities, and interests. Most of the staff work in the school the children attend, helping them to provide consistent care. Staff respond very well to the children, showing interest and enthusiasm in what they have to say and their play. They join in with children's activities when invited or when it is appropriate to do so but fully understand when to allow children to direct their own play. Staff ensure children understand expectations so they can follow the settings rules and routines. They involve children in setting their own rules and display these so they can be referred to if needed. Staff use praise effectively to support children and develop their self-esteem. They are consistent in managing behaviour, ensuring the strategies used are age appropriate and avoid issues from escalating, such as discussions and distracting the children so they become involved in another activity.

Staff provide a range of suitable resources and activities to support children's learning and development. They consider the children's interests, so the activities inspire children to play. Staff plan activities based on what children enjoy and celebrations. For example, Mother's Day craft and quiz nights. They provide some opportunities for children to be independent, but this could be improved as staff serve children their snack and pour their drinks for them.

## Environment

Good

Leaders ensure that staff are aware of their roles and responsibilities in relation to health and safety. The environment is safe, with suitable checks completed daily to ensure no new hazards have arisen. Entrance is controlled through the school and all visitors are recorded. The outdoor area used has secure fencing and the gate is kept locked, ensuring no children can leave unsupervised and there is no unauthorised access. Appropriate risk assessments are conducted on all areas used by the children, indoors and outside. These evidence hazards are eliminated where possible or managed well.

The environment is well maintained and clean. Leaders provide children with enough suitable indoor and outdoor space to allow them to play and learn safely. The main room used gives children opportunity to play in one of the areas staff have created. There is room for floor games, tabletop activities, physical games and role play. The outdoors is a very exciting space for children. Different areas allow children to develop a range of skills. The large yard gives children space to ride bikes and scooters, the grassed area is used for ball games and learning about the world around them. The sheltered area allows different areas to be created, including a role play shop and construction, which can be accessed in all weathers. The environment throughout is welcoming and an inviting space for children.

Leaders make sure children have access to resources that are suitable for their ages and stages of development. Although activities are set out by staff, children know what is available and freely ask if they wish for other items. Resources are stored appropriately so they are easily accessible and kept well maintained. The range of resources allow children to be physical, creative and learn through their play. There are suitable facilities including toilets and handwashing and furniture is of an appropriate size so children are comfortable and can be independent.

## Leadership and Management

**Adequate**

Leaders have a good understanding of the setting and the care they provide. They have produced an informative statement of purpose that reflects the setting and gives parents the information they need. The majority of policies and procedures meet requirements; however, the child protection and complaints policy did not contain up to date information and procedures. We discussed this with leaders, and they have taken action to address the issues and during the inspection process these were updated. Leaders are receptive to support and respond well to advice given, which helps them improve the setting.

Leaders understand the importance of self-evaluation and reviewing the care they provide to ensure continuous improvement. They gather the views of children, staff and parents and consider these as part of the quality-of-care review. For example, children made suggestions about different activities they would like at the club, including crystal painting and quiz nights. These have proved very popular with the children.

Leaders ensure staff have the required qualifications and experience to work with children. They keep some required information in individual staff files; however, some information was missing, and some files were not available. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff work closely together and have attended appropriate training, including first aid and safeguarding. However, leaders do not hold regular supervisions and appraisals that would ensure all information and concerns are shared appropriately and training needs identified. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Good relationships are developed with parents and staff ensure they update them when they collect their child. This ensures information and details about the child's day and experiences are shared. Positive partnerships are developed with the wrap around service and the school as they operate from the same site. This allows continuity of care and allows them to effectively share good practice and the environment.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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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28	The registered persons had not ensured the suitability of a member of staff by having full and satisfactory information or documentation available.	New
29	The Registered Person had not ensured staff receive regular supervisions and appraisals.	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 24 - Safety	To ensure fire drills are conducted alongside the school fire drills so all children know the procedure to follow in an emergency.

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)
To allow children opportunity to develop their independence at snack time

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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**Date Published** 16/05/2024