



Inspection Report

Goytre After School Club

**Goytre Fawr Community Centre
The Old School
School Lane
Penperlleni
NP4 0AH**



Date Inspection Completed

13/06/2024

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About Goytre After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Person	Roger Howells
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	6 June 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>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children's voices are consistently listened to, and their preferences are considered. Children are happy and settled and enjoy their time at the setting. They make friendships and can play in groups or alone. They choose from a wide range of activities and are enthusiastic about their play and learning.

Staff understand how to keep children safe and healthy. They manage interactions in a positive manner and are warm, patient and kind. They know children well and ensure that children's individual needs are supported.

Children are cared for in a safe, secure environment. They have use of suitable indoor areas and benefit from use of an outdoor area when weather and lighting allow, which encourages physical activity and fresh air. The setting has a large quantity of varied resources and toys to interest children.

People who run the setting are generally organised. There are policies and procedures in place to support the setting to operate effectively. Staff are well-qualified, and relevant checks have been carried out to ensure they are suitable to work with children. The setting has developed effective partnerships with parents, who value the service offered.

Children can make plenty of choices about how they spend their time at the setting. They choose freely from the wide range of activities and resources set out for them and make choices about what they eat at breakfast and snack time. Children are confident to express themselves as they know that staff will listen to them. For example, we heard a child ask a staff member to play table football with them, whilst another requested help with deciding what to do. The children's voice is strong at the setting. For example, we saw how children's interests and suggestions had been used to create a display of their work showing flags and greetings from different countries.

Children are settled and arrive happily. They are pleased to see the staff members who collect them and chat easily about their day. All children seemed content in the care of the staff. They are very familiar with the routines; this adds to their sense of belonging. For example, before snack time, children went readily to wash their hands and lined up calmly to collect their food.

Children continue existing school friendships and make new ones at the setting as they meet children from other age groups and classes. They interact well and children of varying ages play happily alongside each other and together. For example, some children played together in a game of air hockey, whilst others played alongside each other readily sharing toy animals. They happily wait their turn for resources, toys, and to use facilities at the setting. Children sit calmly at the table at snack time and go promptly and quietly to clear their plates when it is finished. They treat the staff, each other, and the resources with respect.

Children are enthusiastic and interested in their play and learning. They follow their own interests with the resources available each day. Children concentrate and persevere with activities such as tabletop games, card games, construction toys, reading, art and craft work and happily play with the toys available. For example, we saw three children absorbed in a card game together, whilst others enjoyed drawing pictures, and some played with toy cars. Children benefit from opportunities to take part in activities which stimulate and challenge them. For example, children develop their problem solving and creative thinking with the freedom and wealth of resources in the junk modelling corner.

Children have good opportunities to develop their independence skills. Children can pour their own drinks and are independent when putting their coats and bags away, using the toilets and washing their hands. They ask for help from staff if they need it.

Staff have an appropriate understanding of their roles and responsibilities to keep children safe and healthy. They have a satisfactory understanding of safeguarding issues, the signs and symptoms of abuse, and their own duty to report any concerns. There is a safeguarding policy in place, however this does not clearly state the procedure to be followed if an allegation is made against the Registered Person (RP) or Person in Charge (PiC). While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Good hygiene is promoted. Staff ensure children wash their hands before food and after using the toilet. Fire drills are carried out regularly and these are recorded well with notes made of evacuation times and any issues that need improving. Staff keep appropriate accident records and have a system in place for recording incidents. Staff pass on messages between school and home about pre-existing injuries, however there is no formal system in place to record these, or to monitor for patterns and trends.

Staff are warm, patient and kind in their interactions with the children. Staff manage behaviour suitably at the setting. They routinely praise children for sharing and using good manners. They are clear about boundaries and expectations of behaviour and children readily comply. Staff are observant about when children need support with their interactions and intervene appropriately. For example, staff members notice if children begin to disagree and immediately diffuse situations and encourage sharing and kindness. Staff act as good role models for the children.

Staff know children and their individual needs well. They naturally adjust the care and the behaviour strategies they use to suit each child. Children with additional learning needs are supported appropriately and staff ensure they receive care which meets their needs. However, information regarding changes in the children's needs, their individual behaviour strategies and plans are not available in children's records. Staff naturally extend the play and learning of children through chatting to them about what they are doing.

Environment**Adequate**

The environment is safe and secure. Outer gates and doors are kept shut and staff ensure only authorised access to the setting. Staff ensure a record is kept of all visitors. There are CCTV cameras in place and staff use these along with the doorbell at the gate to support safe arrival and collection of the children. There are risk assessments in place to ensure the indoor and outdoor environments are safe for children, and staff assess emerging risk well, taking immediate action should any new risks become apparent. For example, staff have placed barriers around part of the outdoor area that presented a hazard. Gas and electrical safety certificates are up to date and insurance policies are current. The setting is registered with the Food Standards Agency.

The environment is suitable and welcoming to children. Resources are set up ready for children's arrival meaning they happily settle to play immediately. The main room is light with plenty of natural light by day and electrical lighting after dark. It is basically furnished and provides space for children to engage with various free standing and table-based activities, and to sit comfortably to eat their snack. Additionally, there is some free floor space which children can use to create other games, for example play with toy cars. The setting also has use of a kitchen which is used to prepare snack, eat breakfast, store staff belongings and is where the children enter on arrival. There are a suitable number of toilets for the children to use. Children can access them independently. Outdoors, children have access to an appropriate play area. This offers space for exercise, as well as an outdoor area for children to play and relax in. Staff always accompany the children as a group if they are using the outdoor area. Many toys, resources and books are placed at children's height so they can access them independently.

There is a very large selection of varied toys, games, books, and resources, ensuring children of all ages can find things to interest them. Resources are clean, safe, and appropriate for the various age groups that attend the setting. Staff regularly check resources for safety and integrity and dispose of any resources which are broken or in poor condition.

Leadership and Management

Adequate

People who run the setting are committed to providing an after-school club which serves the families who attend the school and where children feel happy, safe, and valued. They are generally organised to make sure they meet the requirements of the regulations and national minimum standards. The content of the statement of purpose is reflective of the service provided. There are a set of policies which are appropriate, however the complaints policy does not meet the National Minimum Standards.

People who run the setting carry out satisfactory self-evaluation. They obtain feedback from parents and children through questionnaires. They use this information and staff observations to produce a quality of care report and leaders at the setting seek to improve on the care they offer. They have engaged fully in the inspection as part of this improvement process.

Many staff are well qualified and have up to date mandatory training in safeguarding and paediatric first aid. People who run the setting carry out all required pre-employment checks on staff, ensuring that only suitable persons are employed to work with children. Information on staff files is well organised. There is an appropriate system in place for annual appraisals of staff. However, they do not receive formal supervision in between their appraisals in order for them to reflect on and explore their practice, roles and responsibilities within the service, as required by regulations. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff at the setting communicate well with each other informally to ensure they deliver the best care they can for the children. They also hold regular staff meetings.

People who run the setting have established positive relationships with parents. Feedback from parents indicated how much their children enjoy attending and how the setting has been a valuable support to them. The setting is a member of an umbrella organisation which offers opportunities for information and support.

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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22	The Registered person must ensure that the Safeguarding Policy clearly states the procedure if an allegation is made against the Registered Person or Person in Charge.	New
29	The Registered person must ensure that all staff receive regular supervision to support them in their role.	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 5 - Records	Ensure pre-existing injuries and their explanations are recorded in a systematic way, and regularly review records of accidents, incidents and pre-existing injuries to identify any patterns and trends.
Standard 5 - Records	Ensure information about children's individual needs is regularly updated.
Standard 19 - Complaints	Review Complaints policy to ensure it meets the National Minimum Standards.

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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