



Childcare and Early Years Service

Review Report – Childhood Play Settings

Trinity School Wrap Around Care

Before and After School Childcare

Trinity Primary School, La Route de la Trinite,
Trinity, Jersey JE3 5JP

May 2024

Reviewing Officer: Teresa Blackburn

Securing quality and standards for all

The Childcare and Early Years Service (CEYS)

CEYS is part of the Children, Young People, Education and Skills (CYPES). We're responsible for:

- the registration and regulation of childcare providers
- support the development of high-quality practice
- providing equal opportunities for all children regardless of their needs
- respond to complaints made against registered providers in relation to their quality of care and investigate allegations of unregistered childcare

CEYS works in partnership with other Government departments and organisations in assuring that care and quality standards for children are met throughout.

Our core values and principles are:

- children's voices and rights are embedded and promoted through everyday activity
- equality of opportunity for children and families
- respectful and reciprocal relationships
- working together in partnership with families and communities
- effective leadership and self-evaluation
- securing quality and standards that enable all children to thrive

Summary Sheet

ID No	CH71
Provider type	Childhood – Play setting
Registered person	Katy McMahon
Manager's name	Katy McMahon
Review date	7 May 2024
Last review date	First review since registration
Since the last review (changes to conditions, visits)	N/A
Registered numbers	100
Age Range	4 – 12 years old

Review Activities:

- The deputy manager and the reviewing officer completed a walk together to observe the registered areas.
- The reviewing officer looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- Some parents shared their views of the provision with the reviewing officer, and these were considered.
- Some children spoke to the reviewing officer, and their views were taken into account.
- The reviewing officer observed interactions between staff and the children.
- The reviewing officer met with the manager and spoke to staff.

About the service

Trinity Wrap Around Care is a breakfast and after school club for children in reception to year 6 attending Trinity Primary School, located in the parish of Trinity. The club runs Monday to Friday 7.30 am to 8.30 am, and 3 pm to 6 pm, term time only. The provision has use of every area of the school but predominantly uses the school intervention room with direct access to the enclosed school playgrounds. The school hall, a kitchen, the school library, The Riley Field and the forest school area are also readily available to the club. Breakfast is provided for the children in the morning, before school, and a snack is provided after school. The children have opportunities to partake in specialised activities provided by the school's staff and from external agencies, including forest school, water colour painting, music lessons, sports activities and many more. The headteacher is the supernumerary Manager and there is a Deputy Manager, 7 qualified assistants and 7 teaching staff working in the club.

Views of others

Child Voice

"I like doing arts and crafts."

"I enjoy coming to After School Club because I can build things with the junk modelling."

"It's nice to play with different children."

"I would like to have some of the apparatus out in the hall."

Parent Voice

Parents reported in the survey they are very happy with the provision. They stated their children love attending, are safe and secure, well cared for and are provided with a wide variety of new and exciting activities each term that they might not normally have the chance to experience.

They feel the provision is well managed, and the manager takes the time to listen and respond to parents. Parents are extremely grateful to have the provision and praise the flexibility and understanding of parent's needs.

They are happy with the familiar and stimulating environment and resources for the children and appreciate the continuation of care by the lovely school staff. They feel children are provided with opportunities that promote physical health and wellbeing and are encouraged and supported to become confident and independent. One parent made the following comments... *"The after-school club at Trinity School is wonderful and I cannot praise the staff and school enough for this essential service they offer. Not only does it offer support to us as working parents but exposes my child to an environment where she is motivated to socialize, be active, learn and grow."*

Parents are happy with the methods of communication to keep them informed; some parents would appreciate more information in relation to the snacks on offer.

Staff Voice

Staff comment on how much they enjoy their work in the after-school club. The staff reported high levels of wellbeing and satisfaction, feeling they have an opportunity to contribute towards the development of the setting, and are well supported by the manager. The staff reported that the children are happy, safe and their needs are well met, and there is a strong partnership with the families of the children attending.

Setting Voice

"Trinity School is proud to provide its own, bespoke After School Club largely delivered by the school's teaching and support staff with additional visiting specialists bought in to provide a variety of opportunities for the children. It provides an exciting and stimulating play-based club, catering for all needs and interests, and open to parent and pupil voice and suggestions. The vision is to challenge

children to try new experiences whilst keeping them and staff happy and safe. The club continually reflects on practice and aims to improve experiences and activities for all."

What does this setting do well and what could they do to improve?

The setting provides a secure, welcoming, and relaxed environment for the children in their care. The staff have warm and caring relationships with the children and as they also work in the school, have a comprehensive knowledge of them which supports their continuity of care. This also ensures the children feel a sense of security and belonging and there are clear expectations of behaviour, and a respectful culture among children and adults.

Children settle quickly and benefit from a wide range of activities and resources to engage them in their play. They independently choose to play indoors or freely access outdoors, and confidently express their needs and preferences. Children can play energetically or take part in quieter activities. For example, on the day of the review, children particularly enjoyed being outside, playing ball games and riding on the trikes and bikes in the staff led traffic lights setup for the younger children. Some of the older children opted to participate in the music-school led piano lessons before joining their friends. Inside, children enjoyed the creative activities, such as junk modelling and Jewellery making. This variety helps all children find something they like to do. They show they enjoy their time at the club.

Children show high levels of independence and have very good imaginations. They thoroughly enjoy acting out real-life experiences. For example, they confidently invite others to join in their role-play, where they use the large bean bags and other loose parts and play equipment to create shops and hotels. Children chat and giggle with each other as they negotiate roles and talk about the process.

Staff promote a positive atmosphere within the club. They ensure their behaviour expectations are in line with the school's so that children fully understand these. Children are kind and respectful to one another. Children of mixed ages and abilities play freely and harmoniously together which naturally extends their play skills, as well as developing their empathy and patience. They talk positively about the new friends they make at the club and how much they enjoy attending. Children are encouraged to share their ideas for new activities or resources by posting these in a 'suggestions box'. As a result, children feel listened to and valued.

Staff provide an inclusive service and work with parents to meet children's specific needs. Parents appreciate the service provided to them. Parents like to have the convenience of a club in the school and feel the children are safe and happy. Parents say their children love attending and that they have gained social skills and confidence as a result. Parents note the wide range of activities that are always available. Staff talk to parents each day to give feedback about their child's time in the club. They pass on messages from school to parents. This helps to ensure continuity of care for the children. There is an area on the school website which provides all information for parents, including the policies.

The headteacher and club manager have oversight of the planning for the club. This is to ensure there is regard to having a broad and balanced range of activities and opportunities for the children to choose from. This builds on children's continued knowledge and skills in a purposeful way. The club's termly timetable includes a variety of experiences delivered by the school's teaching staff or visiting specialists, such as forest school, soccer club, textiles, and water colour painting. Furthermore, the children can participate in Tri-Star awards.

The headteacher has a clear idea of what she hopes children will gain from their time at the club. She has a good understanding of how to provide a safe, play-based club that complements children's learning at school. All staff receive support through induction and ongoing training opportunities. This helps them to understand their roles and responsibilities so they can meet the needs of children effectively. The staff work well together and are happy in their work. They show a genuine interest in promoting children's play and supporting their well-being.

Safeguarding

Safeguarding practices are effective.

The manager and staff have all completed safeguarding training. They have a good understanding of what to do if they are concerned about a child's welfare. Staff recognise the signs that indicate a child might be at risk and know the action they should take should they have a concern. Safer recruitment procedures are in place to ensure adults working with children are suitable to do so.

How has the setting met any requirements we made at or since the last review?

This was the first review since registration.

To meet the Childhood Statutory Requirements, the setting must:

Action	Statutory Requirements	To be completed by
No actions.	n/a	n/a

Quality Framework – How effective is this setting in meeting the Quality Standards?

Safeguarding and Promoting Children's Welfare

Children's safety is given high priority. Staff communicate clearly with one another as children move from inside the school, to activities outside. This means staff know where children are at all times and supervise them closely. Staff deployment is consistently good, and leaders make sure sufficient staff are always available to keep children safe.

Healthy Child and Adult

Staff help children to be independent and healthy. For example, children choose their own snack including fresh fruit and vegetables. Snack time is a social occasion where children chat and share their news about their day. They wash their hands before eating. Staff are fully aware of children's allergies and dietary needs and ensure these are met. They have lots of fresh air and exercise. Children begin to develop an awareness of a healthy lifestyle. To further develop independence, children could be involved in helping to prepare the snacks before sharing with their friends.

Enabling Environments – Premises

Staff consider the ages and stages of development, children's interests, and their views, to inform the range of activities on offer. Children can choose where they wish to play and there is constant free flow access to the outdoor play areas which are used particularly well. Children can adapt and change the environments to suit their play needs, including imaginative role-play areas. They have space and resources to relax and enjoy perusing books at their leisure after a busy day at school. Children regularly encounter new resources that stimulate their imagination and extend their freedom, particularly in the outdoor areas.

Development of Play and Learning

Staff are experienced and confident. They provide a welcoming, stimulating and nurturing environment for all children, one in which they can contribute in a meaningful way. Children have free access to a range of opportunities and experiences, including art and craft resources, imagination play, games, books and a vast selection of outdoor and physical play resources, to expand their own interests and development. Children thoroughly enjoy outdoor play. They develop their physical skills as they ride scooters, play ball games, practice skipping and make up obstacle courses. This helps children develop the skills they will need in their future learning. Practitioners allow children to work within their own play frames and to play without interruption.

Interaction, Engagement and Working Together

The relationships in this setting are good; interactions between practitioners and children are warm, friendly, and respectful ensuring children build trusting relationships with the staff and build self-confidence and emotional resilience. Children demonstrate positive behaviours and have developed relationships across the age ranges, an indication of how they feel secure and confident and have respect and care for each other. Their interactions with one another are warm, supportive, and collaborative.

Effective Leadership and Management

The provider has high aims and expectations for the staff team and children at the club. The leadership is effective and there is a continuous cycle of review of the strengths and areas for development of the setting. Team meetings within school are used effectively to reflect on practice, review the provision and identify ways to constantly improve. The staff team work well together and are highly effective. They appreciate the support they receive from the headteacher and fully understand their role and responsibility in keeping children safe and engaged.

Signed:



31st May 2024

Date:

On behalf of the Childcare and Early Years Service

Signed:

Date:

On behalf of the Provider

Glossary

CEYS – Childcare and Early Years Services
EYIT – Early Years Inclusion Team
EYFS – Early Years Foundation Stage
QD – Quality Development
R&R – Registrations and Regulations
SENCo – Special Education Needs Coordinator
JCCT – Jersey Child Care Trust

Legislation

We carried out this review under the Day Care of Children (Jersey) Law, 2002, provides the legal framework to determine the specific requirements that must be met and maintained by registered childcare providers.

CEYS has the responsibility of implementing statutory standards under this law to ensure children in their care are safe, supported and included. These principles are reflected in three sets of statutory requirements specifically relating to the type of registered childcare provision.

Data Protection

The Childcare and Early Years Service Department is registered as a 'Controller' under the Data Protection (Jersey) Law 2018 (registered number 17907 under the Education Department) as we collect and process personal information about you. We process and hold your information in order to provide public services and meet our statutory obligations. This notice explains how we use and share your information. Information may be collected on a paper or online form, by telephone, email, or by a member of our staff, or in some cases, by another Government department.

We will continually review and update this privacy notice to reflect changes in our services and feedback from service users, as well as to comply with changes in the law.

To find out more

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