



Childcare Inspection Report on

Clwb Seren

**Ysgol Gynradd Carreg Hirfaen
Cwmann
Llanbedr Pont Steffan
SA48 8EP**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Monday, 18 February 2019

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Description of the service

Clwb Seren is an out of school service situated at Ysgol Gynradd Carreg Hirfaen in Cwmann, Lampeter. The club registered in February 2018. It can provide care for a maximum of 30 children aged between three and a half and 12 years old. The club operates an after school session between the hours of 3:20pm and 6:00pm Monday to Friday and a holiday club between the hours of 8am and 6pm during school holidays. The club has access to the school hall and the outdoor area. The responsible individual is Dawn Ling and the persons in charge are Dawn Ling and Lionie Mason.

Summary of our findings

1. Overall assessment

We found that children enjoy themselves at Clwb Seren. They have fun with their friends and are cared for in a safe and clean environment. Children are cared for by nurturing staff who know them well. Parents are happy with the service provided.

2. Improvements

We received an updated statement of purpose which showed a more accurate picture of the service offered.

We also received a copy of the Information Commissioners Office (ICO) certificate and proof of public liability insurance.

The responsible individual also informed us that another person in charge would be added to the service.

3. Requirements and recommendations

We notified the provider of non compliance in relation to the statement of purpose as it did not include current opening hours, routines or information regarding reviewing and updating the statement of purpose and informing CIW of changes to the service.

We also made recommendations in relation to the four themes. These are detailed at the back of the report.

1. Well-being

Summary

Children are well settled and happy at the club. They told us that they enjoy attending the club, playing with their friends and taking part in activities such as colouring and playing games. However, further opportunities could be developed to help children become more independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to by the adults caring for them and know that their requests will be met. They have a choice within their activities and make decisions about what they do as they arrive at the club.

During snack time children had a choice of jam sandwiches, clementine and banana. Some children stated that they did not like jam and were offered a cheese sandwich as an alternative. They had water to drink. Children happily chatted about what foods they liked or did not like with staff. One child stated they wanted bread without butter and this was also acknowledged. Children had a range of activities to choose from during our visit including Lego, colouring, small world play and board games. Children stated confidently upon arrival, what they wanted to do. One child said, "Fi moen neud un o rheina" (I want to do one of those) and pointed to the table with pictures and crayons. We heard children being asked many times "What would you like to do now?" During hand washing, one child stated that she did not like the hand dryer. Staff acknowledged this, "You don't have to dry your hands there" and was given a paper towel. All children participated in some kind of activity and played alongside or with children of a range of ages. After snack, staff led a physical activity involving passing a ball and collecting plastic cones. One child stated clearly that she did not want to take part. This was granted and she got to choose where she played.

Children's voice is valued.

1.2 To what extent do children feel safe, happy and valued?

Children are happy, settled and relaxed and are forming friendships.

We observed children smiling, laughing and chatting with their friends and with staff. Children identified the staff they would speak to if they felt sad and told us that they felt safe at the club. Children were happy and relaxed during the session. The children were confident enough to have a chat whilst completing questionnaires and happily discussed their feelings about the after school club. Children smiled in response to praise for their efforts as they drew pictures and attempted to form the letters in their names independently. One child approached a member of staff and gave her a cuddle. Children were confident

enough to ask staff members if they could keep their Lego models safe and this was acknowledged by staff. Children attended from the school and were friends. We saw them enjoying a game of musical statues and a game involving collecting plastic cones. During our visit, one child's response when her parent came to collect her was, "I don't want to go."

Children feel a sense of security and are happy and valued.

1.3 How well do children interact?

Children play alongside and with others in a kind and cooperative way. They interact in a positive way with their peers and adults.

We observed children playing co-operatively throughout the club session, especially as they coloured pictures, sharing the colouring pencils and as they shared the knex connective toys, "You can have this green one." The children were chatting happily to each other whilst taking part in a Lego building activity and they interacted well as they discussed their models. Children got on well together and formed positive friendships. We saw children share the plastic role play food, handing one another different kinds of food. We heard one child tell another, "Ma da fi bauble gwallt yn bag fi. Gei di neud gwallt fi." (I have a hair bauble in my bag. You can do my hair.) All children confidently informed staff when they needed to use the toilets.

Children at Clwb Seren interact well with one another and the staff.

1.4 To what extent do children enjoy their play and learning?

Children engage in self-directed play at this club and are interested in what they do.

We saw some children enjoying construction play with the Lego and Knex, colouring various pictures or drawing on plain paper whilst others played with the role play items in a relaxed manner. A staff member collected the children from a designated classroom before transferring to the school hall. Children greeted the staff with a smile. Children remained at activities for as little or as long as they wanted and followed their own interests. One child told us, "Dwi'n hoffi bod lot o bobl i chwarae gyda." (I like it that there are lots of people to play with.) We observed children playing busily and engaging fully with their chosen activities throughout the session. Children told us they enjoy attending Clwb Seren.

Children enjoy their play.

1.5 How well do children develop, learn and become independent?

Children are given some opportunities to develop their independence.

Children showed confidence and independence in choosing their own activities such as colouring, playing games and construction play with the Lego along with creative play using the pencils and paper. However, children did not have opportunities to be fully independent at snack time as they did not pour their own drinks, assist with making the sandwiches or chop their fruit. Children did help put the plates and cups in the washing up area after snack. Children also put toys away when they had finished playing with them and the staff helped them. We saw a child being encouraged to tidy before snack time. All children used the toilets independently and were confident in telling staff when they needed to go.

Children develop their independence to some extent.

2. Care and Development

Summary

Staff know the children in their care and provide a relaxing atmosphere where children participate in the play of their choice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have undergone the training necessary to keep children safe and healthy and follow the policies and procedures they have in place for the club.

Staff members present at inspection had undergone training in child protection and had completed first aid training. Staff responded confidently when we discussed hypothetical scenarios of concerns about a child and knew who to report their concerns to. Children were given a healthy snack of fruit and were provided with water to drink. Children were also provided with access to obtain a drink during the session. Children washed their hands after arriving at the club, however they went to play before sitting down for snack. A staff member informed us that children usually go straight to the table for snack following hand washing, however on the day of the visit they were awaiting the delivery of food, as a result children went to play. Not all staff members washed their hands before assisting children during snack. During our visit, staff did not wear an apron and gloves as they prepared the snack. Staff were efficient at keeping children safe by reminding them of the need to sit tidily and to be careful as they played on the performing stage, "Be careful you don't fall okay?" One child hurt their arm during the visit. The staff were responsive in checking their arm and the accident was recorded immediately. Staff were proactive in responding to spilt water on the floor. A slippery floor sign was placed in the area and the spill was cleaned immediately. Staff made children aware of the possible risk too, "Watcha, ma'r llawr yn wlyb ok?" (Watch, the floor is wet okay?)

Staff are mostly efficient at keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff support children to interact appropriately and their approach is consistent.

We saw that staff praised good behaviour and accomplishments regularly, for example one child formed the letter M correctly in his name, "That is a really good M" as well as "Good boy. Diolch yn fawr" as a child helped tidy the toys. Staff modelled expected behaviour by talking to each other and to the children kindly as well as promoting open discussion during snack and activity times. We saw staff encourage children to be careful and to show good behaviour when they were running around the hall, "You need to be careful." Staff encouraged sharing and the need to be kind at all times and set clear guidelines to children, "How about we share and play together?" One child was upset during the visit, as another

child had taken his Lego model. Staff responded immediately, asking the child to hand the model back and reassuring and comforting the upset child with a cuddle.

Staff manage interactions well.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff allow the children to lead their own play and are responsive in providing extra support where it is needed.

We saw that staff knew the children and were aware of their preferences. Staff supported the development of children's language in both English and Welsh as well as their social skills by chatting to them during snack and play time about their interests, school and home lives. We heard a staff member discuss colours as children took part in an activity with the Lego, "What's your favourite colour?" Another member of staff followed the interest of a child who did not want to take part in the physical activity of running around cones and sat and coloured a picture with the child, "It's okay, you don't have to. What would you like to do?" During a table top activity, a member of staff assisted a child with letter formation by modelling the correct way to form the letter and encouraging the child to form the letter independently, "Shall we do your name? Would you like me to help you? I'll do it first and you watch. Do you think you can do it? Have a go." We did not see any opportunities to go outdoors during the visit, due to the time of the year and it being dark early. However, staff and children informed us that they did have opportunities to use the outdoor area and we did see photographs showing children playing outdoors.

Staff promote children's play and meet their individual needs.

3. Environment

Summary

Leaders provide a safe, clean and well maintained environment for the children. Children have opportunities to play inside as well as outdoors.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Children are cared for in a safe, clean and secure environment.

Leaders had ensured that the hall where the children were being cared for was clean. We did not see any major hazards during the visit. However, the hot water switch on the boiler of the water dispenser in the kitchen area was switched on. The club was informed of this potential hazard during registration. This did not pose a major risk to children, as there was a member of staff present by the area when children accessed the sink with their plates and cups after snack. Doors required a security fob to gain access and visitors were required to wait in the outer area of the hall. We were asked to sign in and out on our visit in both the school reception and the out of school club. Risk assessments were in place for indoors and outdoors; however there was no risk assessment available for activities such as cooking. We saw photographs showing an electric ring was used during cooking activities and no risk assessments were in place for this. Fire drills took place regularly. These were clearly recorded with a date; however did not include number of staff present.

Leaders ensure that the environment is safe and secure.

3.2 How well do leaders ensure the suitability of the environment?

The room is well maintained and clean.

The room contained tables and chairs. Children chose activities freely throughout the session and asked staff to access further resources in the storeroom. Children told us they sometimes played outside on the school grounds. The hall had separate male and female toilets with hand washing facilities along with a kitchen area and a storage area for club resources. However, there was no dedicated area for children to rest and chill, if they wished.

Leaders ensure the environment is mostly suitable.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders ensure that children have access to equipment and resources which are good quality.

Children had access to a range of toys and games indoors. For example, we saw them playing with Lego, colouring materials, role play food, Knex, playing cards and physical education resources such as plastic cones. Other resources were available and these were stored in a storage room. Children asked adults if they could access further resources. Resources were in good condition and there was choice for the age group of the children attending the service. Leaders ensured that the resources and equipment were of good quality. Children had access to furniture such as tables and chairs. The range of toys and resources seen were clean and in good condition.

Leaders ensure there are good quality resources and equipment.

4. Leadership and Management

Summary

Leaders have created a positive ethos and have built effective relationships with parents.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service remains mostly compliant with the regulations and national minimum standards. There is an ethos which values children, with their needs being the centre of the provision.

The statement of purpose contained most of the necessary information, however the opening hours did not truly reflect those of the club and it did not include the routine of the after school or holiday club. There was no reference to reviewing and updating the statement of purpose and informing CIW of changes to the service. We did receive an updated statement of purpose following the visit, which stated the true opening hours, however further amendments were required in relation to routines and reviewing the statement of purpose. We saw a comprehensive file of policies and procedures, however some policies were dated, whilst others were not. We also found that some policies noted a review date of July 2018 and October 2018 and these had not been updated to show that they had been reviewed on those dates. The team of staff worked well together and were very familiar with their dedicated tasks. Good communication was heard between staff members throughout the inspection, stating what they would do next and this ensured that they worked effectively as a team. The leader had ensured that staffing ratios were correct. On the day of the visit, the named person in charge was not present and when we asked staff members who was in charge, they were uncertain. An additional person in charge has since been added to the service. Leaders ensured that the Welsh language was promoted and that the 'Active Offer' was available. We viewed children's files and found that all relevant information had been obtained, however siblings were recorded on the same records, rather than having individual records. We observed a positive and relaxed atmosphere during our visit.

Leadership is reasonable at this service.

5.1 How effective is self evaluation and planning for improvement?

The views of children are currently taken into account when planning for development of the service and there is a desire to improve the service.

Staff told us that they had not started collecting the views of parents, staff or children as of yet, however they collected the views of the children during the session by discussing with them what they wanted to do and this was implemented into the planning of activities. We saw this in action during the visit. We discussed the requirements of the quality of care

report with the staff who demonstrated an understanding of the requirement to include children, parents and staff views.

Self-evaluation and planning for improvement is developing.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that staffing ratios are maintained. There are contingency plans in place.

Leaders had ensured that the correct number of staff were on duty each day. This was evident during the visit. Supervisions and appraisals were in place; however staff files did not clearly evidence these for all staff members. We viewed three staff files and found one file did not include Disclosure and Barring Service (DBS) information, however we were forwarded DBS information following the visit. Staff told us they were supported well by the leader and really enjoyed working at the club.

Leaders' management of staff and resources is sufficient.

4.4 How effective are partnerships?

Leaders have a good relationship with the parents.

We saw that there was a relaxed discussion between parents and staff as they collected their children. We spoke to parents / carers who all gave positive feedback on the service, telling us that their children enjoyed coming to Clwb Seren. One parent told us "Bydde ni ar goll hebddo nhw." (I'd be lost without them). A parental questionnaire received was positive, "I find the after school club excellent. The staff are always friendly and approachable. I would be lost without this service." Relationships between staff and children were found to be strong and secure and there was a positive relationship between the club and the wider school.

Leaders build effective partnership with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None as this was their first inspection following registration.

5.2 Recommendations for improvement

We recommend:

- hygiene practices are improved;
- staff further promote children's independence;
- staff encourage the use of good manners;
- the leader develops risk assessments for activities;
- fire drill records are developed to include the number of staff present;
- staff create an area for children to relax;
- staff ensure the hot water tap of the boiler is switched off during club;
- the leader starts on the process of collecting views for the quality of care review report and forward a copy to CIW upon completion and
- the leader dates and reviews all policies.

6. How we undertook this inspection

This was a full post registration inspection undertaken as part of our normal schedule of inspections.

One inspector undertook an unannounced visit to the service on 3 December 2018 for a total of 3 hours and 15 minutes;

- we observed children and the care they received;
- we spoke to a number of children, staff and five parents;
- we received completed questionnaires from two children and
- we looked at a wide range of records such as staff files, registers, contracts, risk assessments, policies, accident / incident logs and staff training records.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

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| Type of care provided | Children's Day Care Out of School Care |
| Responsible Individual | Dawn Ling |
| Person in charge | Lionie Mason Dawn Ling |
| Registered maximum number of places | 30 |
| Age range of children | 3.5 years to 12 years |
| Opening hours | 3:20pm until 6:00pm Monday to Friday during term time & 8am to 6pm Monday to Friday, during school holidays |
| Operating Language of the service | Both |
| Date of previous Care Inspectorate Wales inspection | This was their first inspection following registration in February 2018 |
| Dates of this inspection visit | 03 December 2018 |
| Is this a Flying Start service? | No |
| Is early years education for three and four year olds provided at the service? | No |
| Does this service provide the Welsh Language active offer? | This is a service that provides an 'Active offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. |
| Additional Information: | |