



Childcare Inspection Report on

Clwb Gogerddan

**Ysgol Rhydypennau
Bow Street
Aberystwyth
SY24 5AD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Clwb Gogerddan was registered with Care Inspectorate Wales (CIW) in July 2017. It provides out of school care for a maximum of 50 children aged 4 years to 12 years. The club is based at Ysgol Rhydypennau in Bow Street, Ceredigion and the care is provided in both Welsh and English. The opening hours for the service are: 3:30pm to 6pm, Monday to Friday, during school term time and 8:30am to 5:30pm, Monday to Friday, during school holidays and INSET days. The responsible individual, on behalf of the registered provider, Gogerddan Child Care Ltd, is Emma Healy and the person in charge is Lianne Savage.

Summary of our findings

1. Overall assessment

Children are very happy at Clwb Gogerddan. They have lots of fun play opportunities and they are engaged and interested in their play. Staff are motivated and enthusiastic and support children well to develop their play and independence skills. Leaders provide a very suitable, well-resourced indoor and outdoor environment to the children and they manage the service effectively.

2. Improvements

The service continued to improve the resources that were available to children. They had purchased resources to meet the needs and interests of children attending such as chess set, fabrics for den building and additional craft resources. The responsible individual updated both the child protection policy and the statement of purpose following our visit.

3. Requirements and recommendations

We made recommendations to the provider in relation to child protection training, record keeping, access to suitable toilets and risk assessments. These are detailed at the back of the report.

1. Well-being

Summary

Children feel very safe, happy and valued at this service. They have lots of opportunities to develop their play and learning through exciting and interesting activities. They enjoy their play very much and develop their independence. They are able to make choices and they are confident that they will be listened to.

Our findings

1.1 To what extent do children have a voice?

Children have frequent opportunities to make choices and they can be confident that their voices will be listened to.

Children chose what they wanted to eat and what they wanted to do. A choice of breakfast foods was available to children. We saw them choosing the toppings that they wanted on their toast and a child told us that they can choose to have fruit, cereal or toast. At lunchtime, children were asked what they wanted on their plate and their choices were respected. Children freely chose whether they wanted to take part in the adult-led activities or not. For example, on the day of the visit, there were activities of seed planting and rugby skills offered and the children were made aware that they could take part. Some chose to join in the planned activities and others chose to do other activities of their own choice. The door to the outside area was open for the majority of our visit and children came in and out as they chose. Children and parents were made aware of the daily activities in advance of the holiday period. We found a number of examples from discussion with the person in charge where children's interests and requests had influenced the purchase of resources or activities offered.

Children have a clear voice.

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

Children feel comfortable and relaxed at the club and they know who they can speak to if they are not happy.

A child told us that he could talk to his friends and the staff if he was worried about something. He named one member of staff and said, "*She would definitely help me!*" Children happily and voluntarily shared their news with the staff and chatted with them in a relaxed and comfortable manner. Comments from parents in a comments book and thank you cards included a comment that a child 'loves it' at the club and one parent described it as a 'nice home from home'. Children could bring their own favourite toys from home to play with at the club.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children co-operate. They think about the feelings of others and show kindness.

A child took their friend to a member of staff when their friend was upset. Another child also noticed this and showed concern and comforted their friend. Children behaved very well throughout our visit: They lined up in an orderly way to get their lunch; they took turns on the Wii games console with some support from a member of staff and they played games such as football, pool and role-play co-operatively. Children had helped devise the rules of behaviour for the club and these were on display. A child was very excited when he won a game on the Wii and other children were excited for him also and told staff of the achievement.

Children interact very well.

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

Children are engaged, interested and excited by the activities they do.

Children told us that they enjoyed the activities at the club. A child told us how they had found a bug in the woods the day before and had really enjoyed that. And another child told us excitedly when we talked about the woodland activity, "*It's a fairy woods!*" A child excitedly showed a member of staff the pictures on the seed packet of the plants that he and another child had planted. Children were absorbed in a variety of play activities throughout our visit.

Children really enjoy their play and learning.

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

Children had opportunities to do things for themselves and to develop their own play.

Children confidently did many tasks independently. For example, we saw children spreading butter and jam on their toast, helping themselves to drinks of water, carrying their cutlery and plates of food to the table and putting their own coats on and taking them off. We observed one child joining in with a group who were making pictures at a table. The child used some coloured tape for her picture, retrieved scissors from a drawer nearby, cut the excess tape, put the scissors away and put the rubbish in the bin without prompting. We also observed children asking for help, if needed, after having a go themselves. For example, a child asked a member of staff for help with the zip on his coat and another child asked for help to get boots onto a doll. Children developed their own ideas in their play.

For instance, children developed the idea of making an underwater world with play dough when they were playing with toy sea creatures and a child said, "*Shall we make a tunnel for the eel?*" We saw evidence that children experienced many exciting learning and play opportunities such as den-building, making a Chinese dragon, marble and blow-straw painting, baking pizzas, making stick sculptures and pavement drawings. They had also had a number of opportunities to explore and take part in activities in a local woodland and at other locations in the area, such as a visit to the fire station, a trip to the cinema and joining in with a 'Young People's Festival'.

Children develop their play and independence well.

2. Care and Development

Summary

Staff are enthusiastic and they consistently interact with children kindly and positively. They actively promote a healthy lifestyle and follow procedures to keep children healthy and safe. Staff know the children well and effectively promote the development of their play, independence and individual skills.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff undergo training to keep children safe and healthy and they are mostly confident in following these procedures. They promote a healthy lifestyle.

A number of staff held an up to date paediatric first aid qualification. When there had been accidents, staff had taken appropriate action such as applying cold compresses and they had kept detailed records, although a small number had not been signed by parents. The majority of staff had completed food hygiene training and we saw that staff kept records in relation to the temperature of foods. They had informed the Environmental Health department that they were providing food but had not received a hygiene inspection at the time of our visit. Some of the staff had undertaken a child protection training course and child protection policies and procedures formed part of the staff induction process. However, when speaking with a member of staff about a hypothetical child protection scenario, they were not fully clear on appropriate procedures to follow although they were very clear about who the designated person was and the importance of prompt referral of concerns. We raised this with the responsible individual and person in charge who told us that they intended modifying their induction process to ensure that all staff had full understanding. Staff had conducted regular fire drills with the children and had kept records of these. They supervised children well throughout our visit.

Staff actively promoted a healthy lifestyle because outdoor play was an integral part of the provision and they promoted healthy eating. On the day of our visit, staff provided children with a healthy meal, cooked by a catering company, of turkey casserole, mash and broccoli. There was a menu in place which was provided to parents and children, which contained a variety of healthy meals such as chilli con carne and rice, roast dinner and cottage pie with vegetables. Staff kept the door open to the outdoors throughout our visit and they supported and encouraged children's physical play such as playing football and bouncing on space hoppers. They gave children free access to water from a drinking fountain throughout the day.

Staff effectively keep children safe and healthy, on the whole.

2.2 How well do practitioners manage interactions?

Staff use positive behaviour management techniques. They create a positive atmosphere and they treat children with kindness, boosting their self-esteem.

Staff were enthusiastic about their roles when we spoke with them and it was also evident in their interactions with children that they enjoyed their work. We observed staff reassuring children. For example, when a child accidentally broke a plastic spoon, a member of staff said cheerily, *“Don’t worry. Here, have a brand new one.”* When a child was feeling a little upset, a member of staff cuddled the child on her lap and gave lots of reassurance. Staff spoke with the children positively and kindly, including when they wanted them to change what they were doing. For example, when a child was carrying a box which was too large, a member of staff said, *“Let me help. Such a kind boy!”* and when children were on the verge of falling out about whose turn it was on the Wii, a member of staff made a list with them so that everybody could have a fair turn.

Staff manage interactions well.

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

Staff know the children’s needs well and they use their skills to meet these needs. They provide a range of activities to suit different interests and ages and they support the children to develop their own play and skills.

Most staff had either a child care or a play qualification and we observed them encouraging children to develop their own skills and thoughts rather than doing things for them. For example, during a play dough activity, when a child said that they needed help, a member of staff said, *“What do you want help with darling? Would a rolling pin help?”* and the child happily had a go at making a pancake himself. The member of staff also said *“Do you want a stack of pancakes or a rolled up one?”* to another child. Staff shared ideas for activities in a private online group message and they led activities where they had particular skills, such as rugby or cooking. We heard some staff speaking Welsh naturally with children as well as English, such as, *“Mae eisiau inni sychu dy wyneb di.”* (We need to wipe your face). A parent had commented in a comments book that there were ‘so many well-thought out activities’. All parents who had completed CIW questionnaires strongly agreed that their children had a good choice of play activities to promote their all round development. Some parents also chose to make additional comments about the good variety of ‘fun’ activities that were offered.

Staff effectively support children to develop their play and they meet their individual needs well.

3. Environment

Summary

Leaders provide very suitable indoor and outdoor environments and also make use of a nearby woodland to provide rich learning experiences to children. They effectively ensure that the environment is safe through risk assessment and health and safety procedures, although risk assessments for off-site visits need more regular review. Leaders provide varied and plentiful resources to suit a range of interests and needs.

Our findings

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

Leaders identify and reduce or eliminate risk. They have systems in place to keep the environment secure and safe.

Leaders had written comprehensive risk assessments for the club environment as well as for the regular trips to a nearby woodland. However, we noted that risk assessments for other trips were more basic and had not been reviewed for some time. There was a system in place for regular safety and cleanliness checks through the day and the areas that we saw looked clean and hazard free. Leaders had ensured that up to date PAT testing had been completed on portable electrical appliances and they confirmed that the electrical heating system had an up to date safety check. There was a secure system for entry to the club and we signed a visitors' book which was regularly used. Leaders provided staff with walkie-talkies so that there was a means of communication available between staff in the outdoor and indoor environment, if necessary.

Leaders effectively ensure the safety of the environment.

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

Leaders provide the facilities that children need and they plan the environment to provide a range of play and recreation opportunities to children of different ages.

The care was provided within a school environment and the main areas provided for the children's play during our visit were the hall and an outdoor area. The person in charge showed us another classroom and a quiet room which were also used for children's play and relaxation when there were more children attending. Children had access to a suitable number of toilets and wash basins during our visit. However, these toilets were quite small and not suitable for the older children attending. Staff showed us the other toilets more suitable for older children which were available off the classroom which was not in use during our visit. Although the person in charge told us that children knew these larger toilets were available, we did not see that children were encouraged to use these as well as the smaller ones. There were different areas set up within the hall including a games area with a Wii games console and pool table, a role play and small world play area, craft areas, a climbing frame and a cosy 'den' with large soft cushions which we saw children using for reading, playing and relaxing. In the outdoor area there was a yard, a small wooded area

and large grassed area. Children could freely explore the indoor and outdoor environments available to them and they were able to easily access resources as most of these were visible and stored on their level. In the outdoors, there were additional resources safely stored in a shed which children could request.

Leaders provide a very suitable environment.

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

Leaders provide a range of resources suited to different interests and stages of development. They provide furniture and equipment that suits children's needs.

There were many and varied resources available to children which allowed the children to have a choice. Examples of resources included play dough and model-making equipment, craft resources, construction toys, small world play sets, dolls and accessories, dressing up clothes, a train set, board games, games console games and a play kitchen. We noted, from the quality of care review file and from discussion with the person in charge, that a number of resources had been purchased in response to children's requests and interests, such as a chess set and fabrics for den-building. Children could sit at school-style benches to do table top activities but they also had comfortable cushions to relax on if they wished. They were provided with appropriate metal cutlery to eat their meals and there were cups available to children throughout the day if they wanted to help themselves to water and they had not brought their own drink bottles.

Leaders provide good quality resources and equipment.

4. Leadership and Management

Summary

Leaders work together to effectively manage the service. They have good partnerships with parents and communicate well with them. They are developing effective systems to review and make continuous improvements to the service. On the whole, they manage staff effectively.

Our findings

4.1 How effective is leadership?

Leaders have a detailed statement of purpose in place as well as comprehensive policies, which are kept under review.

Leaders had written a detailed and informative statement of purpose which was shared with parents. This was further updated to make a few points clearer following our visit, such as information on staff training and meal pricing. We read a range of policies, which were suited to their purpose and had the children as their focus, such as policies on confidentiality and privacy and bullying. The responsible individual confirmed that the club was registered with the Information Commissioner's Office (ICO). At the time of our visit, the responsible individual was finalising a policy on children's use of their own personal electronic devices, which was due to be shared with parents and staff. She also updated the safeguarding policy following our visit to include more information about the procedures should an allegation be made against a responsible individual. This policy contained detailed and relevant information. The responsible individual worked closely with the person in charge to manage the service. We saw proof of valid public liability insurance.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have a system in place for ongoing review of the quality of care and they listen to the views of others.

Despite the service only being established for six months in its current location, leaders had already begun the process of gaining views and examining their practice and procedures. They had been collating information about the service and its developments in preparation for the report on the annual review of the quality of care which will be due within a year of the service beginning operating. They had begun to send out questionnaires to parents and had made a comments book available to them in the foyer. Leaders had also prepared questionnaires for children on different topics which were also available in the foyer. The person in charge told us that thus far, children had not responded well to these and they preferred to give their views verbally in discussions with staff. Staff views were listened to as they were able to give their own ideas for activities. A member of staff told us in a CIW

questionnaire that a leader 'always listens to what I have got to say and shares ideas with all staff.'

Self evaluation and planning for improvement is developing well.

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

Leaders implement and review procedures regarding recruitment, induction and management of staff.

We checked a sample of staff files and we found that there was a robust procedure in place for the safe recruitment of staff. All of the relevant recruitment documentation was in place and the responsible individual gave information to referees about the role that the staff would be carrying out so that they could comment specifically on their abilities and skills. Leaders conducted inductions with new staff and had 'catch up' meetings with returning staff who worked during the school holidays only. A new member of staff was visiting as part of the induction process during our visit and had the chance to read policies and procedures as well as interact with the children. Leaders had devised a detailed template for supervision meetings which had been developed from experience in other registered services. We saw a completed form and staff told us that they felt well supported in their roles. We also saw the staff memos given out for this holiday period and the previous holiday period and they were both informative and motivational. The responsible individual and person in charge also arranged an annual awards ceremony for staff. We looked at a sample of attendance records and found that the children's attendance was recorded and clearly and there was a system in place to ensure that there were always enough staff caring for the children. Leaders also noted the qualifications of staff present on a planning sheet to ensure that there were enough suitably qualified staff caring for the children. However, the attendance records did not show when staff were taking breaks and not responsible for the children, so we cannot be fully confident from the records that there were always enough staff caring for the children. The person in charge told us that she would take action on this immediately following the inspection. Leaders notified CIW when there were any staff changes, in line with regulations.

The management of staff and other resources is very effective, on the whole.

4.4 How effective are partnerships?

Leaders establish positive partnerships with parents and outside agencies in order to meet the needs of children.

We looked at a sample of children's records and found that leaders had sought detailed information from parents about children's needs and preferences. They had agreed contracts with parents for children's care and they asked for parents' consent for certain aspects of the care such as the taking of photographs, application of sun cream and walks

in the local area. Leaders communicated with parents verbally at the club and also gave them information about the service via email and social media, such as information about activities for the next holiday period. Parents were given the opportunity to read policies and the statement of purpose before the children started at the service. All parents who had completed CIW questionnaires strongly agreed that the service communicated well with parents. Leaders worked in close partnership with the head teacher and staff at the school where the service is based. They had also begun working with a Welsh development officer in order to improve the standard of Welsh provision at the club and had worked with agencies which provide funding for additional support for children with additional needs. They were open to working with other parties and sharing good practice also and had recently worked with a student who came to observe the club's outdoor activities in the woodland as part of their studies.

Partnerships are very effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Not applicable as this was the first post-registration inspection.

5.2 Recommendations for improvement

- Ensure all staff are fully confident about appropriate child protection procedures;
- ensure parents sign all accident records;
- improve the accuracy of records of staff attendance by recording times that staff are on breaks;
- ensure that all children have free access to suitably-sized toilets at all times; and
- review the risk assessments for trips before they take place.

6. How we undertook this inspection

One inspector visited the service on 10 April 2018 for approximately six and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, parents, staff, the responsible individual and the person in charge;
- read four questionnaires from parents and one from staff; and
- gave feedback by telephone to the responsible individual on 12 April 2018.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Emma Healy
Person in charge	Lianne Savage
Registered maximum number of places	50
Age range of children	4 years to 12 years.
Opening hours	3:30pm to 6pm, Monday to Friday, during school term time. 8:30am to 5:30pm, Monday to Friday, during school holidays and INSET days. The service is closed on bank holidays.
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	Not applicable as this was the first post-registration inspection.
Dates of this inspection visit(s)	10 April 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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	