



Childcare Inspection Report on

Clwb Adar Aeron

**Ysgol Gynradd Aberaeron
Maes yr Heli
Aberaeron
SA46 0BQ**

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 Adar Aeron was registered in 2008 and provides care for a maximum of 32 children. The service offers care to children aged three to twelve years old between the hours of 3.30pm and 5.30pm Monday to Friday term time and 8.30am to 5.30pm during school holidays. The registered persons are Mair Jones and Catrin Thomas. The person in charge is Debbie Parnell. Clwb Adar Aeron operates from Ysgol Gynradd Aberaeron. The language of care is Welsh.

Summary of our findings

1. Overall assessment

Children enjoy themselves very much at Clwb Adar Aeron. They have fun with their friends whilst being cared for in a safe and stimulating environment. Children are cared for by knowledgeable, nurturing and consistent staff who are attuned to their needs. Parents are very happy with the service provided.

2. Improvements

A new climbing frame has been purchased for the outside area and new games have been purchased.

3. Requirements and recommendations

We recommend that the provider:

- kept records of supervisions.

1. Well-being

Summary

Children at Clwb Adar Aeron are very well settled and happy at the service. They told us that they enjoyed playing with their friends and activities such as playing outside, colouring and role play.

Our findings

1.1 To what extent do children have a voice?

Children are listened to by adults caring for them and know that their requests will be met. They enjoy self-directed play and make decisions about what they do.

Children were offered a range of activities at the service. They confidently chose what to play before snack with some children choosing to play outside whilst others chose to play with a doll's house or participate in a gluing activity indoors. Children made requests to staff and knew that the response would be positive. Children asked if they could play mathematical games on the computers and then politely requested to print out something they had created. They asked staff for help to cut out leaves and the staff member happily helped. Children told us that they enjoyed playing outside, many children spent the majority of their time outdoors. One child approached a member of staff and asked "Wyt ti yn dod i chwarae?" The staff member happily went outside to play a game of 'stuck in the mud' with the children, much to the delight of the children.

Children have a strong voice.

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

Children form positive relationships and feel confident that their feelings will be taken into account.

Children arrived at the club happily, smiling and giggling with friends. They engaged in conversations freely with other children and with staff about where they wanted to play. Children were relaxed and happy during our visit. The transition from school to the club was helped greatly by the consistency in staff who worked in both the school and the club. Children sat on comfortable sofas or on cushions in the reading corner when they wanted some quiet time. They told us they felt safe at the club and knew who to approach if they felt sad or lonely. Children chose to colour quietly or to take part in a gluing activity. Children proudly showed their parents their craft work when they were collected from the club. One child proudly told us that she had designed a logo for the club. Children had been consulted to ask what resources they wanted before a grant application was submitted to buy den building and fire lighting kits.

Children are extremely well settled and feel secure and happy.

1.3 How well do children interact?

Children played with others in a kind and cooperative way. They are aware of what is acceptable behaviour and are well behaved and polite.

Children played and cooperated very well throughout the inspection. There was a sense of community and a caring environment with children helping each other and being kind to one another. For example, children helped to prepare for snack time. Two children opened the plastic around the milk bottles. One child went to collect two scissors and handed scissors to their friend. They worked together to open the milk for the other children. Older children happily cut up fruit for the children to have for snack. Children hugged each other when they first arrived at the club, as they were happy that their friend was attending the club. Children naturally took turns to play a mathematical game on the computer. They helped each other answer mathematical questions when one child had difficulties and clapped when their friends got the answer right. Children made requests to staff politely. For example, one child asked, "Can I print my work please?" The child thanked the staff politely for allowing them to print the work.

Children interact very well with one another and with staff.

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

Children engage in self-directed play as well as planned activities at this service.

Children were at ease in their surroundings and showed confidence in choosing their own activities and directing their own play. Children played on balance bikes outdoors. They decided that they would set up an obstacle race. They shrieked in delight as they raced around the course. Children and staff played a game of stuck in the mud and practised rugby and football skills together. Children thoroughly enjoyed their outdoor play. Indoors, children chose to play in the role play corner, on the computers, with the doll's house or to take part in a leaf gluing activity. They played happily and concentrated for a long period gluing tissue paper onto leaf shapes.

Children thrive on the good play opportunities available.

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

Children are developing their individual skills and independence.

Children used the toilets independently, and washed and dried their hands before snack. Children got out toys, as they wanted. For example, two children playing with the doll's house decided they needed animals. They confidently crossed the room to a box of animals and took out the animals they wanted. Children confidently moved from the outdoor area to the indoors choosing where they wanted to play. Children had good gross motor skills, climbing and balancing very well on the extensive outdoor equipment. They also had good fine motor skills using scissors and knives proficiently to cut out leaves and to cut up fruit for snack. Children independently helped themselves to the sandwiches, fruit and milk provided for snack. Children brainstorm ideas for activities for the after school club and these are displayed on the classroom wall.

Children are developing well and have good opportunities to be independent.

2. Care and Development

Summary

Staff know the children in their care well and provide responsive care that meets their individual needs. They create a relaxed and nurturing atmosphere where children are supported to participate in the play of their choice and their individual development is promoted.

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. They follow appropriate procedures in response to accident and incidents.

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Staff had updated paediatric first aid training. There were clear procedures in place to deal with any incidents. Both staff and parents signed accident and incident logs. Staff practised good hygiene procedures for example; they washed their hands before preparing snack and ensured that tables were wiped clean before snack. Fluorescent jackets are supplied to the children when visiting the community for easy identification.

Staff are competent at keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

Staff support children to interact appropriately.

Staff encouraged children to share, be kind to each other and to think about other children's feelings. Staff worked in line with the service's behaviour policy and were very positive, regularly praising children. Staff sat at the children's level as they completed a craft activity and chatted to them in a relaxed manner about what they were doing. When children showed staff their completed work staff commented, "Da iawn! Hyfryd!" Outside staff joined in with the children's play, for example staff played football and practised rugby skills with the children. One child saved a goal and a staff member commented, "Da iawn! Nes ti achub hi!" They also responded positively to the child who had missed the goal by saying "Bron a bod! Tro nesa'!" Children were very well behaved during our visit. For example, they shared resources, took turns and were kind to one another. Staff modelled expected behaviour by talking to each other and to the children kindly.

Staff manage interactions effectively.

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

Staff allowed children to lead their own play and were responsive in providing extra support where needed.

Staff provided nurturing and responsive care. They knew the children in their care well. All staff worked in the school in various roles. Parents completed information regarding their child's likes and dislikes prior to them starting at the service. Staff responded kindly to requests for help. For example, one child asked a member of staff to help them cut out paper leaves. The child smiled gratefully as the staff member helped them. Outside staff responded positively to requests made by the children. For example, children asked if they could practise their rugby skills on the school field in preparation for a forthcoming tournament. Staff catered for the individual needs of the children as children decided what they wanted to eat at snack time. The service provided the "Active Offer" in relation to the Welsh language.

Staff promote children's play and development effectively.

3. Environment

Summary

Leaders use a school environment for childcare. They ensure that the environment is clean, well maintained and suitable for the age range cared for. Children have access to a well-resourced indoor and outdoor area.

Our findings

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

Leaders have arrangements in place to ensure that the environment is clean, safe and secure.

Visitors were unable to enter the school premises without being let in by a member of staff. The school's visitors' system was used and visitors were required to sign in and wear visitor identification. Maintenance records showed that fire and smoke alarms had been tested. Fire extinguishers were on the wall and leaders carried out regular fire drills. All electrical equipment was PAT tested and the local authority serviced the underfloor heating system annually. Public liability insurance was current. Cleaning equipment was stored in a store cupboard, to which the children had no access. Risk assessments for the indoors, outdoors and visits to the community were carried out. The environment was clean and tidy.

Leaders ensure that the environment is consistently safe and secure.

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

The service has access to a well-resourced and spacious indoor area. The outside area is an integral part of the service and is well developed.

The indoor area was organised to meet a range of play opportunities for the children. For example, a reading corner with soft furnishings, role play corner, tables for art and craft activities and computer area. Colourful displays included an autumnal display, children's paintings and photographic evidence of activities undertaken. The service has use of the school's toilets, wash hand basins and hand dryers. The outside area was an integral part of the service and had an array of play opportunities available to the children including various paths, grassed area, climbing frames, mud kitchen, sand pit, tyre tunnels and balance bikes.

The environment is well suited for children.

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

There are good quality equipment and resources available both indoors and outdoors, suitable for the age range.

Children had access to an excellent range of toys, games and resources. Resources were in good condition and there was plenty of choice for the age range attending the

service. The outside area also contained a range of stimulating and good quality resources which allow the children to play in different ways. Toys and resources are cleaned on a regular basis. During the inspection children enjoyed colouring, gluing, mathematical computer games and on various outdoor apparatus. Children told us that they enjoyed playing outside with their friends.

Leaders ensure that the resources and equipment are of excellent quality.

4. Leadership and Management

Summary

Leaders at Clwb Adar Aeron ensure the service is correctly staffed. They ensure that children's needs are met. Staff receive annual appraisals and training opportunities. Parents are very happy with the service provided.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service is compliant with the child minding and day care (Wales) regulations 2010 and the national minimum standards for regulated childcare for children up to the age of 12 years.

Leaders ensure that staff fully implement the service's policies such as the positive behaviour management policy. Staff interacted positively with children throughout our visit. The statement of purpose complied with the national minimum standards and was updated regularly. Staff evidently interacted positively with parents, who gave complimentary feedback about the service. For example, "It is an invaluable service. Staff are lovely and my child enjoys coming." Children's files contained all relevant information that needed to be obtained. Children looked happy and relaxed during our visit.

Leadership is good.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service regularly and take into consideration the views of parents, children and staff.

Leaders review the service annually and produced a report. Leaders told us that their most recent focus had been on developing the outside area. Consultation with the children ensured a list of new resources for the afterschool club. These included a den building kit as well as fire building equipment for forest school activities. Submission of a grant application to buy the new resources had been made. Children had devised a new logo for the afterschool club that was used on their information leaflet for parents.

Self-evaluation and planning for improvement is effective.

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

Staff working at the service are qualified and experienced. They have annual appraisals and informal staff supervisions.

Leaders ensure that the service is correctly staffed and that there are enough activities on offer for the number of children attending. Staff files evidenced that DBS (Disclosure and Barring Service Checks) were current. Staff meetings were held weekly. Annual appraisals identified staff training needs. The supervision sessions were not recorded. All core training was up to date with staff attending a number of

other training such as; bring out the best behaviour and additional learning needs training.

Management of staff and other resources is sufficient.

4.4 How effective are partnerships?

Leaders have developed good relationships with parents and with the school in which it is based.

The registered persons for the club are also the head teacher and deputy head teacher of the school where the service was based. The person in charge works in the nursery class in the school and in the afterschool club. Consequently, relationships between the staff and children were found to be strong and secure. There was a positive relationship between the club and the wider school. There was a relaxed discussion between parents and staff when the children were collected. The person in charge informed us that this was how parents were kept informed of any developments to the service. Leaders had agreed contracts with all parents and had sought consent for aspects of the service such as taking photographs. Parents said their children wanted to attend the service even when they had no need to and that they looked forward to going to the club.

The after school has developed good partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Regulation 29 (3) (a) because staff had not been receiving annual appraisals and regular one-to-one supervision. The provider is now compliant.

Regulation 30 because the relevant information was not available regarding all children and there was not a record of the actual hours of attendance of the children. The provider is now compliant.

Regulation 28 (2) (b) because there was not evidence that full suitability checks had been completed on staff. The provider is now compliant.

Regulation 31 because CSSIW had not been notified of changes to staff employed at the service. The service is now compliant.

5.2 Recommendations for improvement

We recommend that the provider:

- kept a record of staff supervisions.

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections.

An inspector undertook a visit to the service on 17 October 2018 lasting a total of 3.5 hours. Feedback was given over the phone at a later date. We:

- inspected a sample of documentation and policies including staff files, children's files, policies, training records and accident logs;
- inspected areas used by the children;
- observed children using SOFI (short observational framework for inspection) tool , general group observations and
- spoke to the two registered persons, person in charge, staff, parents and children.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Catrin Thomas Mair Jones
Person in charge	Debbie Parnell
Registered maximum number of places	32
Age range of children	3-12 years
Opening hours	3.30pm -5.30pm Monday to Friday term time 8.30am-5.30pm Monday to Friday during school holidays.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	3 December 2015
Dates of this inspection visit	17 October 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:	