



Childcare Inspection Report on

Clwb Cywion

**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 Cywion was registered in 2010 and provides care for a maximum of 16 children. The service offers care to children aged from two and a half years to four years old. The hours of operation are 1pm to 3.15pm Monday to Friday term time only. The registered persons are Catrin Thomas and Mair Jones. The person in charge is Diana Walters. The language of care is Welsh.

Summary of our findings

1. Overall assessment

Children enjoy themselves very much at Clwb Cywion. 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

New equipment has been purchased for the outside area.

3. Requirements and recommendations

We found that the service did not meet legal requirements but found that these did not affect the care of the children; therefore, we have brought these to the attention of the registered persons and told them they must address them. These matters relate to staff supervisions and appraisals.

1. Well-being

Summary

Clwb Cywion are well settled and happy at the service. They told us they enjoyed playing with their friends and activities such as playing outside and painting.

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 to do.

Children were offered a range of activities at the service. Children confidently chose what they wanted to play choosing to play alone, alongside or with other children. Children shared blocks while one child contentedly played alone with the mobilo. One child spent a considerable amount of time building a castle announcing to staff "I'm building a castle" and was delighted with the positive response from staff. Children made requests to staff and knew that where possible their needs would be. For example, children asked staff if they could paint "Miss, can I do some painting?" Children had a choice of coloured paint and a variety of different sized paintbrushes. They were able to paint what they wanted to. They choose from various sized and coloured triangles and glued their triangles as they wanted onto their paper. Outside children chose from a variety of activities such as climbing, bikes, scooters, sand play or mud kitchen. Some children chose not to go outside but played in a sand trough at the entrance to the outdoor area.

Children have a strong voice.

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

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

Children arrived happily from school to the club, smiling and giggling with friends. Children were greeted individually by staff and smiled happily as they were greeted. They engaged in conversations freely with other children and staff about what they wanted to play. A small minority of children arrive from home to the club. Overall these children settled quickly, choosing confidently where to play. One child was unsettled having arrived from home and was comforted by staff. Children eagerly showed staff models they had made. One child proudly showed a rocket they had made from mobilo and beamed with pride as a member of staff reacted positively. Children were very relaxed and happy during our visit. The transition from school to the club helped greatly by the consistency in staff with some staff working in the school and the club. Parents confirmed that their children looked forward to attending the club, "Mae hi yn edrych ymlaen i fynd i'r clwb."

Children are well settled and feel very secure and happy.

1.3 How well do children interact?

Children played alongside and 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. Children held hands with each other on the way to play. There was a sense of community and a very caring environment, with children helping each other and being kind. For example, two children played in the role play home corner. One child collected two soft dog toys from another area before handing her friend one of the toy dogs. She told her friend "Here you are. Mine is called Hetty." Children took turns to fill the sand mill with sand and shared blocks, handing them to each other. When a child fell over while outside, another child soothed them by stroking their arm.

Children interact very well with one another.

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. For example, whilst outside a group of children pretended to be swimming under the sea. One child called to his friends, "I'm swimming under the sea! Come on!" The children ran around the outside area waving their arms and blowing out air. Children were confident to take calculated risks, climbing over tyres and across balance beams. Inside children enjoyed discussing the book "Tomi a Swn y Nos", discussing which part they had enjoyed and which part was their least favourite. They enthusiastically joined in action songs such as "Mr Cyflym ydw i!"

Children thrive on the excellent play opportunities available.

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

Children are developing their individual skills and independence.

Children tidied up toys at various times during the session. They used the toilets independently, washed, and dried their hands before snack. They confidently went from the outside area to the indoors to go to the toilet independently. They independently placed food waste in the recycle bin at the end of snack time. Children had excellent gross motor skills climbing and balancing very well on the extensive outdoor equipment. They have good fine motor skills and have good scissor skills and control over various sized paintbrushes. They collected their own coats and bags when it was time for them to go home.

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

2. Care and Development

Summary

Staff know the children in their care very 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 food hygiene procedures such as ensuring tables were wiped clean before children ate their snack. Staff were aware of allergens and had undergone training for dealing with children's specific medical conditions.

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. The staff sat on the floor at the children's level chatting to them about what they were doing. When children painted a picture, a staff member praised their efforts. Children were very well behaved during our visit. For example, they shared resources such as play dough and cutters. They took turns pouring sand into a funnel and took turns on the outside apparatus, waiting their turn. They collaborated well in the role play home corner, handing role play food to one another. They held hands kindly especially with new children and were protective of 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 allow the children to lead their own play and are responsive to children's individual needs.

Staff provided nurturing and responsive care. Staff knew the children in their care very well. Some staff worked in the nursery class during the morning and all staff worked in the afterschool club. They provided continuity of care and parents told us they felt this was advantageous. Parents filled in information regarding their child prior to them starting which included any needs they may have such as medical conditions. Staff comforted children who were attending for the first time. They recognised that one child was poorly and needed to go home. Staff wiped children's noses as needed and encouraged them to wipe their own noses. Staff planned activities around a theme such as 'summer' and 'homes', but the children often directed their own play. Staff responded kindly for requests made by individual children. For example, one child asked if they could play indoors rather than go outside. Staff responded kindly to the child, reassuring them that they would be safe and allowing them to play in the sand trough at the entrance to the outside area.

Staff promote children's play and development effectively and are competent at meeting their individual needs.

3. Environment

Summary

Leaders use a school environment for childcare. They ensure that the environment is clean and well maintained and is 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 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 in conjunction with the school. All electrical equipment was PAT tested and the heating system was serviced annually by the local authority. Public liability insurance was current. Cleaning equipment was stored in a store cupboard, to which children had no access. Risk assessments were carried out for the indoors with a risk assessment for the outdoors carried out by the school annually. The environment was clean and tidy.

Leaders ensure that the environment is appropriately safe and secure.

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

The service has access to a well-resourced room at the centre of the school environment. They have access to a spacious and well-resourced outside area which is an integral part of the service.

The room was organised to meet a wide range of play areas suitable for children; craft area, mathematics, reading, construction, mark making and digital area. Colourful displays on the walls included birthdays and a digital display. The service has use of the school's small 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. For example, various paths, grassed area, climbing frame, mud kitchen, sand pit, tyre tunnel, bikes and trikes.

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 a good 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 allows the children to play in different ways, for example, a sand pit, bikes, trikes, a mud kitchen, climbing frame and tunnels. Toys and resources are cleaned on a regular basis. During the inspection children enjoyed painting, mobilo, play dough, and on various outside apparatus. Children told us they enjoyed going outside to play.

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

4. Leadership and Management

Summary

Leaders at Clwb Cywion ensure the service is correctly staffed. They ensure that children's needs are met. Staff are provided with training opportunities but do not receive regular one to one supervision or annual appraisals. Parents are very happy with the service provided.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service is mostly 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 behaviour 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, "The staff are very welcoming and helpful." Children's files had all relevant information that needed to be obtained. Children looked relaxed and happy during our visit.

Leadership is acceptable.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service regularly and take into consideration the views of children, parents 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. New resources such as scooters and construction bricks had been purchased for the outside area along with books, lego, storage and small world toys for the indoor area. Further development of the outside area was planned with a purchase of a new climbing frame.

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, however they do not receive regular staff supervisions and appraisals.

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. No written evidence of staff supervisions or appraisals were available during

our inspection. All core training was up to date with staff attending a number of training such as autistic awareness, jabadao and “traed bach sionc.”

Management of staff and other resources is adequate.

4.4 How effective are partnerships?

Leaders have developed a good relationship 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 after school club and the other member of staff works in the school as well as the after school 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. Action had been taken in relation to this prior to the completion of this report.

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. We received written confirmation that the information missing for certain children during the inspection visit had been put in place prior to the completion of this report.

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

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

5.2 Recommendations for improvement

We found that the service did not meet legal requirements but found that these did not affect the care of the children; therefore, we have brought these to the attention of the registered persons and told them they must address them. These matters relate to the staff supervisions and appraisals.

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 11 of September 2018 lasting a total of 5 hours. Feedback was given over the phone;

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 and general group observations, and
- spoke to the two registered persons, person in charge, staff 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 Sessional Day Care
Registered Person	Catrin Thomas Mair Jones
Person in charge	Diana Watters
Registered maximum number of places	16
Age range of children	2.5 years to 4 years
Opening hours	1pm-3.15pm Monday to Friday Term time only
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	3 December 2015
Dates of this inspection visit(s)	11 September 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:	