



## Childcare Inspection Report on

**Clwb Plant Segontium Cyf.**

**Ysgol yr Hendre  
Ffordd Llanbeblig  
Caernarfon  
LL55 2SE**

**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 Plant Segontiw Cyf responsible individual is Delyth Mari Llwyd and the person's in charge are Julie Edwards and Caroline Hobson. The service is located in Caernarfon, Gwynedd and operates from Ysgol y Hendre. It is registered to care for a maximum of 30 children under the age of 12 years. The opening hours are Monday – Friday (during term time) 15:00 – 17:45 and (during holiday's) 08:30 – 17:45. The service is working towards the Welsh Language 'Active Offer' and operates in Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children express their views with confidence and know that their ideas will be listened to and valued. Staff have a welcoming and friendly approach and are consistent and fair when managing interactions. The environment is safe and secure and children have opportunities to access the school yard for outdoor play. Leaders manage the service appropriately.

### **2. Improvements**

Since this inspection leaders have taken prompt action to address some of the matters raised. They have submitted to Care Inspectorate Wales (CIW) an improved bi-lingual statement of purpose and informative parent hand book, a detailed risk assessment for the following; the kitchen, hall, collecting children from class to club, collecting children at the end of the session and for children playing outdoors. We have also received the person in charge's safeguarding training certificate and evidence they have current public liability insurance.

### **3. Requirements and recommendations**

We have made recommendations in relation to the statement of purpose, accident and incidents, risk assessments, snack time, developing independence and multi-cultural resources.

We found that the service did not meet legal requirements relating to fire drills, staff files and keeping an accurate register. We have brought these areas for improvement to the attention of leaders.

# **1. Well-being**

## **Summary**

Children are confident communicators. They are familiar with the routine of the club and this makes them feel secure. Children interact positively and they enjoy their play and learning. They are independent but further opportunities would develop their self-help skills.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are confident communicators.

Children spoke to us about what they enjoyed doing when they attended the club, for example, they told us they enjoyed playing football outdoors, playing Mario Kart on the Xbox and colouring in. Children spoke about how much they enjoyed their snacks at the club and their favourite fruits were pineapple, melon, strawberries, apples and bananas. They made polite requests for more drink at snack time which was given to them promptly. Children had choice and they were confident to explore their play area freely making choices and enabling them to follow their own interests. Children called us over and were excited about showing us how they could do the splits and a handstand.

Children are provided with care which enables them to communicate positively and express themselves with confidence.

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

Children are familiar with the routine of the session and this makes them feel secure.

Children told us that they always line up outside the hall before going in for circle time and they knew when to prepare for snack. Children approached staff with ease and enjoyed chatting to them as they participated in activities. One child asked staff if they could help them to put their shoes back on, which they did kindly without question. Children were forming positive friendships, for example, they helped each other when playing computer games, colouring in, practicing their gymnastic and dance routines and laughed and had fun throughout. Children were praised with positive language which made them feel good about themselves.

Children are provided with care which enables them to feel happy, safe and valued.

### **1.3 How well do children interact?**

Children interact positively.

Children were encouraged to say '*please*' and '*thank you*' throughout the session. They chatted to staff and their friends in a happy and contented manner. Children co-operated positively, for example, when staff asked them to put away certain resources they did. During circle time children were learning to take turns to share their news and demonstrate any new skills they had learnt during the week.

Children are provided with opportunities to help them learn to co-operate well

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

Children enjoy their play and learning and have fun.

Children enjoyed going to the store cupboard with staff to choose the toys and resources they wanted to play with. One child smiled as they chose a red guitar and showed us and their friends how they played it. Children enjoyed being active and showing their skills to the group and us. During circle time children demonstrated their dance and gymnastic moves which was enjoyed by their friends and celebrated with a clap of hands. Arts and crafts was a favourite activity among children and they showed us how to create bracelets using loom bands and decorations for their bedroom using Hama beads. Children were seen to practice their writing skills using a variety of colourful felt tip pens and colouring in Disney themed characters, one child told us excitedly "*I've drawn Ariel the mermaid*". Because it was raining and children were unable to go outdoors to play, some asked if they could play with a soft football indoors. A space was created for them and they enjoyed practicing passing the ball to one another.

Children are being provided with good opportunities to enjoy their learning through play.

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

Children are independent.

Children were confident to access the toilets and hand washing facilities independently. Some children enjoyed playing on their own with the garage and a selection of vehicles, other children played independently on an interactive computer tablet while another child relaxed happily on a bean bag to watch their friends play. We observed at snack time that children were served their food and drink. We recommended to staff for children to do this for themselves to give them further opportunities to develop their self-help skills.

Children are being provided with care that builds their independence positively but further opportunities would develop their self-help skills.

## **2. Care and Development**

### **Summary**

Staff understand their roles and responsibilities but regular fire drills had not been undertaken. They manage interactions well. Staff offer opportunities for children to follow their own interests and provide responsive care.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff understand their roles and responsibilities but regular fire drills had not been undertaken.

Staff promoted some healthy practices and encouraged children to wash their hands after using the toilet and before they ate their snack. Staff provided a range of fresh fruit and water was available throughout the session to keep children hydrated but at snack time they were served squash. We spoke to the responsible individual about providing healthier drinks at snack time to help towards improving oral health and reducing children's sugar levels. Staff were suitably qualified with appropriate child care qualifications and their paediatric first aid certificates were current. They told us the correct safeguarding procedures they would follow if they were concerned about a child in their care. They had not conducted and recorded regular fire drills to help children and staff know what to do if they had to leave the premises quickly in an emergency. We did not issue a non-compliance notice as we did not find evidence, on this occasion, that this had an adverse impact on the welfare of children. This matter needs to be addressed.

Staff are dedicated but some areas require improvement to meet compliance.

#### **2.2 How well do practitioners manage interactions?**

Staff manage interactions well.

Staff interacted well with children and spoke to them throughout their activities in a friendly and calm manner. They explained to children patiently what was expected of them and were role models of good behaviour themselves. Staff praised children with positive language and encouraged them to say '*please*' and '*thank you*'.

Staff provide children with a friendly and calm environment where they are learning to respect one another and know the difference from right and wrong.

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

Staff offer opportunities for children to follow their own interests and provide responsive care.

Staff had implemented some of the principles of the foundation phase curriculum and provided children with defined areas of learning to choose from. For example, they had attractively displayed books and prepared the area with soft mats and cushions so that children would be able to read their favourite book in comfort. There were numerous craft activities on offer and staff were seen participating in these along with the children. They encouraged children to learn through asking them questions and providing a range of play opportunities. We saw staff helping children to improve their language skills during a circle time activity, they offered them an opportunity to share their story including any plans they had after club or for the weekend. They encouraged children to repeat new words to extend their vocabulary and build their confidence. Staff made play and learning fun and this was clearly evident as children played happily with those caring for them and with their friends. For example, staff joined in a game of football and helped children to develop their confidence and physical skills through practicing passing and dribbling the ball. Staff were responsive when children wanted reassurance this helped to meet the child's individual needs.

Staff provide children with fun activities to help them develop their play and learning with enjoyment.

### **3. Environment**

#### **Summary**

Leaders ensure the environment is safe. There is sufficient space and facilities to meet the needs of children. Leaders have ensured children have access to furniture, equipment, toys and materials that are appropriate and suitable for their age and stage of development.

#### **Our findings**

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

Leaders ensure the environment is safe.

Leaders had a system for managing access to the premises and a record of visitors were kept. They had ensured risk assessments had been completed but these were not comprehensive and lacked detail. We also recommended to leaders to compile a health and safety daily checklist for the small open kitchen area. Owing to this space being shared with the school, leaders told us that some of the unrelated items and objects had been stored / placed in the kitchen by school staff. This may lead to unnecessary risks being presented to children. We discussed with leaders that further discussion with the school was required to ensure school staff avoided placing and storing their items and objects here. Leaders made sure club staff were well aware of their responsibilities in relation to the welfare of children and staff understood and followed the policies and procedures for the service.

Leaders are aware of the need to make appropriate improvements in some areas of the environment to ensure any potential risk to children are eliminated.

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

There is sufficient space and facilities to meet the needs of children.

Leaders had ensured the environment was secure and provided a suitable area for play and learning. Currently children have no where to exhibit their art work or display photographs of themselves during activities in the school hall. Leaders told us they had identified this and reported on this area for improvement in the review of quality of care. They told us they were discussing this with the Head Teacher so as to create a sense of belonging for the children of the club. Leaders used the space they had well to provide an area for snack time, creative work, playing computer games, dance / gymnastics and football. The outdoor play area offered opportunities to develop children's physical skills. Leader's ensured staff supervised children appropriately during their activities as they were encouraged to explore their environment freely. For example, children informed staff when they wanted to go to search for new resources to play with in the store cupboard and when they were going to the toilets in the corridor outside the hall.

Leaders ensured children could explore their environment and develop their independence.



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

Leaders have ensured children have access to furniture, equipment, toys and materials that are appropriate and suitable for their age and stage of development.

Leaders ensured children could access the store room with them to choose the resources they wanted for the session. Resources were of appropriate quality and promoted positive learning experiences. There were some defined learning areas such as a construction, reading, information technology corner and arts and crafts area. There was a lack of multi-cultural resources and we recommended to leaders to consider this to help children learn about the world around them. Leaders had provided children with interactive computer games and tablets and footballs for those who wanted to practice their ball skills.

Leaders ensure children can access toys and resources of appropriate quality allowing them to follow their own interests.

## **4. Leadership and Management**

### **Summary**

Leaders manage the service appropriately. They have a system to evaluate the service and a comprehensive report on the review of quality of care has been completed. Leaders manage staff and resources acceptably. Leaders have built positive partnerships with parents.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders manage the service appropriately but some areas require improvement.

The statement of purpose did not capture a true reflection of what the service offered and did not contain the necessary information as outlined in standard one of the national minimum standards. We spoke to leaders and they told us this would be addressed and an amended version submitted to us. Leaders ensured accidents and incidents were recorded but not all of these had been signed by both staff and parents. Leaders had completed the register prior to the children's attendance as a means of a booking log. However, on the day of the inspection the register did not reflect an accurate record of children in attendance to fully comply with regulations. We recommended that leaders record children's attendance separately to bookings to ensure it is an accurate and true reflection of who attended on which day. Leaders told us they would address these matters. We did not issue non-compliance notices as we did not find evidence, on this occasion, that these had an adverse impact on the welfare of children. These matters must however, be addressed.

Leaders are taking into consideration the areas which require improvement.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have a system to evaluate the service and a comprehensive report on the review of quality of care has been completed.

Leaders had included the comments collated from all those using the service and identified what the service does well and areas which they would like to develop to ensure improved outcomes for children in the future. Some of the returned children's questionnaires highlighted that they would like to play football and computer games. These had been included in the choice now on offer. Leaders report on how children had also requested more variety of equipment to be offered during out door play. Leaders have applied and been successful in gaining a grant to be able to purchase equipment to improve outdoor play. Leaders report that the returned parental questionnaires were positive and they had made no comments in regards to improving the service.

Leaders have an effective system to evaluate the service and are focusing on improving outcomes for children.

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

Leaders manage and support staff positively.

Staff told us they enjoy working at the service because they feel supported by leaders and they work effectively as a team. Leaders had ensured staff had defined roles and were suitably qualified. They had also implemented a system for recording appraisal and supervision in order to monitor staff's welfare, practice and identify any training needs. We found that some regulatory information was missing in three staff files of the four inspected. In addition one of these staff files did not contain the staff member's Disclosure and Barring Service (DBS) certificate. The person in charge told us they would address this matter and submit the details to us. We did not issue a non-compliance notice as this did not have an adverse impact on the welfare of children. We informed leaders that these matters must be addressed. The public liability insurance which was displayed had expired. We informed leaders of this and they told us they would send us the current certificate.

Leaders manage staff and resources adequately.

### **4.4 How effective are partnerships?**

Leaders have built positive partnerships with parents.

We spoke to two parents who provided us with positive feedback. They told us their children enjoy attending and the communication with staff is "*fantastic*". An informative newsletter is shared with parents highlighting what the children have been doing at the club. Leaders informed us they are supported by the school and the out of school club children can access the school yard to participate in outdoor activities and play in the fresh air.

Leaders at Clwb Plant Segontiw Cyf are building effective partnerships with parents and the school to ensure secured outcomes for children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

#### **Areas of non-compliance identified at this inspection:**

We informed leaders they were non-compliant with the following regulations. We did not issue non-compliance notices as we did not find evidence, on this occasion, that these had an adverse impact on the welfare of children. These matters must be addressed.

**Regulation 28 of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”): Suitability of Workers:** not all the required regulatory information on each staff member had been collated to evidence their suitability to care for children.

**Regulation 30 (Schedule 3) (6) of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”): Keeping of Records:** the responsible individual was unable to evidence an accurate daily register of the numbers of children attending.

**Regulation 38 (e) of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”): Fire Precautions:** the responsible individual was unable to evidence that fire drills had been conducted at suitable intervals and children and staff were aware of the procedure to be followed in case of fire emergency.

## 5.2 Recommendations for improvement

Leaders should consider:

- Providing more information in the statement of purpose, using the sub headings in standard one of the *National Minimum Standards for Regulated Child care for children up to the age of 12 years* as a guide;
- providing opportunities for children to develop their independence at snack time, for example to serve themselves and pour their own drinks;
- providing healthier drinks at snack time such as milk or water and avoid squash;
- including more detailed information in their risk assessments and create a daily health and safety checklist;
- ensuring both parent and staff sign the accident and incident forms and
- developing multi-cultural resources to help children learn about their wider society.

## **6. How we undertook this inspection**

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

One inspector visited the service on Monday 16 July 2018 from 15:15 pm – 18:40 pm.

We:

- Inspected a sample of documentation, policies, four staff files and three children's records;
- observed practice;
- inspected the areas used, toys, resources and environment;
- spoke to children, staff, responsible individual, person in charge and four parents and
- we provided feedback to the responsible individual over the phone on Tuesday 17 July 2018 at 17:30 pm.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Delyth Mari Llwyd
Person in charge	Caroline Hobson Julie Edwards
Registered maximum number of places	30
Age range of children	Under 12 years
Opening hours	Monday - Friday: 15:00 – 17:45 (during term time) and 08:30 – 17:45 (during the holiday's).
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	20 July 2015
Dates of this inspection visit(s)	16 July 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 which is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	