



Childcare Inspection Report on

Clwb Cwl Pitian Patian

**Ty Hen
Llanwnda
Caernarfon
LL54 5SD**

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 Cwel Pitian Patian is situated on the grounds of Meithrinfa Pitian Patian in the village of Llanwnda, on the outskirts of Caernarfon, Gwynedd. The service has its own dedicated room with its own access. There is a small kitchen and toilets and an enclosed outdoor play area. The service are also able to use the facilities in the adjoining nursery. The service is registered to care for up to 32 children at any one time and is available for children aged between 4-12 years. It is open from 7:30 a.m.- 9:00 a.m. and from 3:00 p.m.- 6:00 p.m., Monday to Friday during school term time and from 7:30 a.m. – 6:00 p.m. during school holidays. The responsible individuals are Judith Owen and John Owen and the person in charge is Eirianwen Williams. The main language of the service is Welsh and implements the 'Active Offer', which means children and parents are able to communicate with staff through the medium of Welsh without having to ask for this.

Summary of our findings

1. Overall assessment

Children are content and enjoy their time at the service. They are confident to express their views and make decisions as they know their choices will be respected. Staff know the children well and are responsive to the children's needs. Leaders ensure children have access to safe and suitable indoor and outdoor spaces where they can play and explore. Leaders ensure policies and procedures are in place but should review and update these regularly so staff are aware of the correct procedures to follow, for example, procedures to prevent cross contamination. Leaders seek feedback about the service and take parents' and children's views into account when purchasing resources and planning activities.

2. Improvements

Since the inspection visit, we have received an amended copy of the statement of purpose, which now accurately reflects the service. We have also received evidence that the correct information is now contained in the complaints policy and evidence of a fire drill having taken place after school.

3. Requirements and recommendations

Recommendations have been made in relation to minimising cross contamination during snack preparation, fire drills, staff supervision and some aspects of documentation.

1. Well-being

Summary

Children are happy and settled in the club. They feel comfortable in expressing their views and are confident activities they ask for will be provided. Children have good relationships with the staff and look forward to attending.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and feel that they are listened to by staff.

Children were able to make choices about what they wanted to do. They moved freely between activities as they wished and were confident to ask for other resources to be provided. For example, one child asked for the rope ladders to be fetched from the box, which were provided without question. All attempts at communication with the staff were valued and the children were confident they would be listened to by the staff. For example, children were confident to tell staff if they did not like the food on offer, their preferences were respected and alternatives were quickly provided. Children said they were able to choose activities they enjoyed and the person in charge explained how children were able to influence the activities planned during the school holidays by sharing themes they were interested in and making suggestions for outings. We heard the children discussing these with the person in charge and they were excited about the plans for the summer holidays.

Children feel they are able to express themselves and are comfortable in doing so.

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

Children are settled and content

Children were settled and clearly felt comfortable in the club. They were familiar with the activities available and with the daily routine. Samples of their work were proudly displayed on the walls along with photographs of them taking part in activities, giving children a sense of belonging. Children had formed bonds of affection with staff. They played happily alongside the staff and were eager to talk to them and tell them about their day. Children were aware who to talk to if they were unhappy or needed help and would seek them for comfort and reassurance. Children we spoke with told us they enjoyed the staff's company and they would know to go to them if they had a problem. They stated they liked coming to the club, playing with their friends and doing things which they enjoyed.

Children feel valued as they have formed good relationships with the staff.

1.3 How well do children interact?

Children have formed friendships with each other and enjoy each other's company.

Children were happy to play with their friends and were clearly eager to involve them. Without prompt, a larger group of children set up a ball game they could all play together. They took turns to throw the ball to each other, instructed each other on what they should do and cooperated well together. Lots of laughter and smiles ensued as they enjoyed playing the game together. Nearly all children were happy to share resources and take turns. A smaller group of boys took turns to throw the basketball through the hoop, waiting patiently until it was their turn to do so. They cheered when their friends managed to score a point and interacted well together.

Children are able to share, take turns and interact well together.

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

Children are able to take part in activities they enjoy.

Children were interested in the activities on offer to them. The children playing a ball game together were laughing and calling to each other and leading their own play. They were completely engaged in this activity for an extended period of time thoroughly enjoying it. A smaller group of children had chosen to sit at a picnic table and chat to each other, while others played happily on the scooters. All children were busy and engaged in their play and were clearly enjoying the activities they were involved in. Children were keen to tell us about the things they liked doing in the club. Two children told us they liked going to play outside when the weather was nice. Another child told us they like playing on the tablets with their friends. Opportunities were also available for children to relax if they wanted to.

Children enjoy the activities on offer and are able to focus on a task for an appropriate length of time.

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

Children have some opportunities to gain independence skills and make decisions for themselves.

Children were encouraged to complete some tasks independently. They were responsible for putting away and fetching their own bags, tidying up after themselves and were able to lead and direct their own play. During snack time opportunities were missed to enable children to develop their self-help skills. Staff laid the tables, prepared the snacks, poured the drinks, cleared the tables and washed the dishes when children could have taken responsibility for some of these tasks. Providing more opportunities for the children to join in with the preparation and cleaning after snack would enable them to develop important life skills. We spoke with the person in charge, who stated that during the school holidays children were given more opportunities to help prepare meals and serve the younger children with food but this was limited during school term as there was not enough time.

Children are able to do things for themselves and have freedom to direct their own play.

2. Care and Development

Summary

Staff encourage healthy lifestyles by promoting the importance of physical activity and providing plenty of opportunities for outdoor play. They encourage good behaviour by being good role models and setting boundaries. However, they need to ensure they consistently follow the appropriate procedures in order to minimise the risk of infection.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of their responsibilities regarding keeping children safe.

Staff promoted healthy lifestyles, by providing healthy snacks with water or milk to drink. However, staff did not encourage children to wash their hands before snack time, thus increasing the risk of infection. We also noted staff were not wearing disposable aprons when they first started preparing snack, but did put one on part way through preparing the food. We spoke with the person in charge and discussed the need to consistently follow appropriate procedures to ensure the risk of cross contamination is minimised. Staff promoted the importance of being physically active and provided plenty of opportunities for playing outside in the fresh air as well as specialist gym equipment which children could use indoors when the weather was unsuitable. During our visit the children played outside for the majority of the session. Children we spoke to confirmed they often enjoyed playing outside and listed some of the games they liked to play.

Staff were keen to ensure children were safe during their time at the club. They had received child protection training and were able to describe the correct procedures to follow should they have a concern about a child. An appropriate number of staff had up to date Paediatric First Aid training. Accidents and incidents were recorded appropriately; dated and signed by both staff and a parent or guardian.

Staff promote healthy lifestyles and are aware of their responsibilities but need to ensure the service's policies and current best practice regarding infection control are implemented in their daily practice.

2.2 How well do practitioners manage interactions?

Staff have positive relationships with the children and model good behaviour and appropriate language.

Staff spoke to children in an affectionate manner and had good relationships with them. We heard plenty of friendly banter, laughing and joking. Any arguments or unwanted behaviour were dealt with promptly by redirecting children to another activity and gently explaining why this wasn't appropriate. Staff were good role models and gave lots of encouragement and praise for positive behaviour. This was in line with the service's behaviour management policy. Plenty of praise was given throughout our visit for positive behaviour, completing

activities and trying new things. Good manners were also encouraged with a few gentle prompts and praise given when children said 'please' or 'thank you'.

Staff encourage children to behave appropriately and use good manners using positive behaviour management strategies.

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

Staff know the children well and are able to quickly pick up signs they may need support or reassurance.

Staff were responsive when children required support. They knew which children would need more help to complete tasks and offered assistance. Staff have a good understanding of what children like to do and were able to provide activities according to their interests. Children who needed more support to complete tasks were provided with this as staff knew who required support and who could complete tasks for themselves. Details of children's preferences and needs were sought and recorded on their files prior to them starting at the service so staff could plan to meet their needs. We were shown activity plans for the school holidays, which contained a range of activities, including trips out to local attractions and educational visits.

Staff support children to take part in activities they enjoy and respond quickly to their requests or needs.

3. Environment

Summary

Leaders ensure the environment is well maintained and suitable for the needs of the children. Hazards are identified and plans are put into place to minimise any risks posed. However, leaders need to ensure fire drills are carried out frequently in order to ensure the safety of children.

Our findings

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

Leaders are keen to ensure children are cared for in a safe, clean environment.

Children were signed in and out of the service and the building was secure so no unauthorised persons could gain access. We were asked to show our identification and to sign the visitors' book on arrival. The outdoor area was also safe and secure.

Comprehensive risk assessments were in place for all areas used by children and these had been updated regularly. A daily register was kept of which children were in attendance so all staff and children could be accounted for. Records showed fire drills had regularly taken place in conjunction with the adjoining nursery. However, the majority of these were in the morning when the children attending the club after school weren't present. We spoke with the person in charge about this, who stated fire drills had been completed during the school holidays but none after school during term time. We advised fire drills must be conducted with all children who attend the club at suitable intervals in order for them to be familiar with how to evacuate the building quickly and safely in the event of an emergency. The person in charge agreed to complete a fire drill without delay and we have since received evidence of a fire drill taking place during an afternoon session.

Leaders ensure the premises are secure. However, they need to practice emergency evacuation procedures more frequently during afternoon sessions in order to ensure children are familiar with how to evacuate the premises safely in the event of an emergency.

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

Leaders ensure the environment is suitable for the needs of the children.

The play room was well-maintained, comfortable and clean and offered plenty of space for children to be able to move around and explore as they wished. Toys and resources were easily accessible to children, promoting independence. Furniture and resources were all suitable for the needs of the children. Tables and chairs were at the right height and equipment was available to enable children to use the toilet and perform self-help skills independently. Photographs and samples of the children's work were displayed on the walls and on the noticeboard in the entrance lobby, allowing children to share their experiences with their parents when they came to collect them. Children had access to a designated area to store their coats and bags. The outdoor area also offered sufficient space for children to play and explore.

Leaders ensure the indoor and outdoor environments are secure, welcoming and friendly.

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

Leaders ensure children have access to suitable spaces where they can explore and play. Resources were well maintained and of good quality. Leaders have ensured children have access to the outdoor yard, and children made use of this area. Outdoor play equipment was available for children to explore and play. These were also of good quality and were interesting and suitable for the children. They were stored appropriately so they were kept clean and in good condition. There was a good selection of board games, books, magazines, DVDs, art and craft materials and toys for children to choose from. These were all clean and in good repair.

Leaders ensure children have access to indoor and outdoor play areas that are suitable for their needs.

4. Leadership and Management

Summary

Leaders are keen to ensure staff are aware of their responsibilities. Steps have been taken to gather feedback and improve practices. Good partnerships have been formed with parents and information is shared effectively.

Our findings

4.1 How effective is leadership?

Leaders ensure policies are in place and that the aims and objectives of the service are clear to all staff.

We heard staff speaking Welsh throughout the day, also offering support in English to children who's first language was not Welsh. Leaders and staff were all committed to providing the 'Active Offer' and to promoting the use of the Welsh language. Policies were in place for all aspects of running the service, however records showed these had not been reviewed since 2013. We spoke with the person in charge about this, who stated they had been reviewed but this had not been recorded. We advised they note when these were reviewed. The number for the local social services duty child protection officer was missing from the child protection policy and we also advised to consider including the physical and behavioural signs to look out for which may indicate a child is being mistreated or abused. The telephone number for Care Inspectorate Wales (CIW) also needed updating in the complaints policy. We have since received confirmation that all required information is now included in each of these policies.

We inspected the service's statement of purpose and saw the opening hours and staff arrangements referred to those of the adjoining nursery rather than the after school club. The person in charge gave us an amended copy on our second visit which accurately reflected the service offered.

Leaders ensure the policies and procedures are up to date, understood by staff and promote the Welsh language.

4.2 How effective is self evaluation and planning for improvement?

Leaders seek feedback about their service from staff, children and parents in order to improve their service.

Leaders had gathered feedback from parents and children. Staff were able to discuss their views during staff meetings and parents were asked to complete questionnaires about the service. Feedback from children was gathered verbally and also through general observations during sessions. The person in charge told us children were given the opportunity to contribute their views when purchasing new resources or planning activities during the school holidays and that grants were frequently applied for so they could purchase more outdoor play equipment and enhance the outdoor area. A report outlining the responses from the feedback had been written; however, this combined feedback for

both this service and the adjoining nursery, with some of the outlined improvements only being relevant to the nursery. Having a separate report for the out of school club would allow leaders to plan more effectively for changes specifically to this service.

Leaders are committed to improving their service should consider forming a separate report specifically for this service to be able to better monitor and plan for improvements.

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

Leaders ensure staff are aware of their responsibilities.

Staff we spoke with were familiar with the service's policies and procedures. Staff files contained all of the information required. We were told by one staff member regular staff meetings were held, leaders were approachable, and she was able to discuss issues on a 1:1 as she needed. We viewed evidence in one staff file of annual appraisals, however the latest was dated December 2014. The person in charge stated she was sure supervision and appraisals had occurred since this date but had not been put into the file.

Leaders should ensure they provide regular opportunities for staff to attend formal supervision and annual appraisals and that records of these sessions are kept on file.

4.4 How effective are partnerships?

Leaders and staff have formed positive partnerships with parents.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had positive relationships with parents and shared information verbally at the end of each session. Information about the activities planned for the school holidays and photographs of the children were displayed in the entrance lobby so parents were aware of what their children were doing during their time at the service. The person in charge also spoke with us about how photographs and information were shared through the service's social media page.

Leaders ensure they work closely with parents and information is shared effectively.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following good practice recommendations:

- Staff should be mindful of current guidance and ensure they follow appropriate procedures in relation to infection control;
- leaders should ensure they provide annual appraisals as well as regular opportunities for staff to attend formal supervision to discuss any training needs and any issues they may like to raise and that a record is kept of these sessions; and
- leaders should consider forming a separate report specifically for this service outlining the feedback received from parents and children, any improvements made and any planned for.

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 the 17th July 2018 between 2:50 p.m. and 17:50 p.m. and returned to inspect the paperwork for the service and provide feedback on the 18th July 2018 between 10:40 a.m. and 11:45 a.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and three parents;
- looked at the areas used by children and resources on the day of our inspection; and
- gave detailed feedback to the person in charge of what we found and what needed to be addressed.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individuals	Judith Owen John Owen
Person in charge	Eirianwen Williams
Registered maximum number of places	32
Age range of children	4-12 years
Opening hours	7:30 a.m. – 9:00 a.m and 3:00 p.m. – 6:00 p.m. Monday to Friday during school term time, 7:30 a.m.-6:00 p.m. Monday to Friday during school holidays.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	10 June 2015
Dates of this inspection visit(s)	17 July 2018 18 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?	Yes. 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:	