



Childcare Inspection Report on

Clwb Ty Wendy Bontnewydd

**Bontnewydd Community Hall
The Old School
Bontnewydd
Caernarfon
LL55 2UF**

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 Tŷ Wendy Bontnewydd is located in Bontnewydd Community Hall in the centre of Bontnewydd, Caernarfon. The service is registered to care for a maximum of 49 children under the age of 12 years. The registered person and person in charge is Margaret Brister. The opening hours are Monday – Friday (during term time) 1500 – 1800 hours and (during holiday's and teacher training days) 0800 – 1800 hours. The service is working towards the Welsh Language 'Active Offer' and operates bi-lingually.

Summary of our findings

1. Overall assessment

Children are happy and have fun learning through play. Staff are welcoming and approachable. The indoor environment is child-centred and spacious. The outdoor environment offers a variety of opportunities for children to develop their physical skills. Leaders manage the service with dedication and commitment.

2. Improvements

The new registered person has made significant improvements since the last inspection to address the non-compliances from the previous inspection and create better outcomes for children.

Since this inspection, the registered person has shown they have taken our recommendation of formalising staff supervision on board and created and submitted to us an example of a template to record staff welfare, training and practice issues in future.

3. Requirements and recommendations

We found that the service did not meet legal requirements relating to the completion of parts one and two of the self-assessment of service statement (SASS).

We have made recommendations in relation to formalising staff supervision and developing multi-cultural resources.

1. Well-being

Summary

Children are confident communicators. They have bonds of affection with staff. Children interact well with one another and those caring for them. They participate in interesting activities to develop their learning through play. Children are developing their independence successfully.

Our findings

1.1 To what extent do children have a voice?

Children are confident communicators.

Children were able to explore their play area freely and choose activities they wanted to play with. For example, we heard children making requests '*Auntie Margaret gawn ni yr draughts plis?*' (Auntie Margaret can we have the draughts please?) and they were given access to the play cupboard without question. Children enjoyed the social occasion of lunchtime and asked each other and staff questions about where they lived, who travels by car and who travels by bus. One child who was supposed to go home at lunchtime asked staff if they could stay for the afternoon session. Staff responded to the child and contacted the child's parents to ask permission for them to stay. Children told us they enjoyed coming to the club because there were good games to play with and that '*auntie Margaret*' allows them to make dens. A child told us they really enjoyed eating the snacks especially the sliced fruit because staff keep it cool in the fridge.

Children communicate positively and express themselves with confidence.

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

Children have bonds of affection with staff.

Children were praised with positive language throughout their activities and this made them feel good about themselves. They approached staff members with ease and received reassurance when needed. For example, when a child had bitten their lip the staff member gave them a cuddle and applied a cold compress. The child soon settled and continued to play with their friends happily. During a craft activity a child asked their friend and staff what they should do as they get nervous when they had to sing in school. Their friend told them the best thing for them to do was to look out the window and the member of staff suggested to '*edrych ar mam*' (look at mam). The child smiled and nodded.

Children feel happy, safe and valued because they receive positive and responsive care.

1.3 How well do children interact?

Children interact well with one another and those caring for them.

Children were encouraged to practice good manners throughout the session. They chatted to staff and their friends in a happy and contented manner. Children co-operated positively, for example, during a baking activity they took turns to weigh the ingredients and scoop the

butter into the bowl. All children took turns to mix the ingredients with a wooden spoon. Older children helped their younger friends to crack the eggs and add the flour. Children shared the toppings and told us they were decorating a cookie for us. After lunchtime children cooperated well to put their rubbish in the bin and tidy up.

Children are cooperating and learning to share and take turns well as they are provided with consistent support.

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

Children participate in interesting activities to develop their learning through play.

Children showed us how they coloured in different characters on cut out templates. They shared the craft materials and used a selection of different coloured glitters to decorate their figures. One child held up their artwork and told us '*mam fi ydy hwn*' (This is my mam). They talked to staff about what they had been doing over half term holidays and one child animatedly talked about moving house. Children had a variety of opportunities to direct their own play, for example, two friends invented a guess who game by drawing certain objects with chalk on individual blackboards. They took turns to ask what letter the object begins with and whether it could be found at home or in the zoo. There was lots of laughter as they tried to guess correctly. Children were able to explore their play area freely, for example some children enjoyed dressing up in a variety of different costumes, one child walked around proudly wearing a pink satin princess dress holding their friends hand. Other children played imaginatively in the home corner sweeping the floor and pushing the cleaning trolley as they walked around their play area. Children were engaged in their activities and sustained appropriate amount of concentration. For example, during a baking activity they carefully prepared the ingredients, showed us how they rolled out the biscuit dough and used the heart shape cutter. They talked about the different colours of the sprinkles and placed the marshmallows carefully on the coloured icing. During outdoor play children were developing their physical skills and practicing their balancing skills as they stepped along different sized tyres.

Children are eager to show and talk about what they are doing as they are provided with interesting and stimulating activities.

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

Children are developing their independence successfully.

Children were confident to access the toilets and hand washing facilities independently. Some children enjoyed playing on their own in the construction corner building a tall tower out of building bricks. They helped themselves to water and poured their own drinks. Children showed us how they could put on their aprons and read the recipe with limited support. They played happily and independently in their chosen learning corner. Children put on their shoes and coats confidently before going out to play.

Children are successfully developing their independence with confidence as they are being provided with effective opportunities to do so.

2. Care and Development

Summary

Staff have an understanding of their roles and responsibilities. They manage interactions fairly and consistently. Staff organise interesting activities to develop children's learning and they provide responsive care.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of their roles and responsibilities.

Staff understood their roles and responsibilities and promoted healthy practices. Drinking water was readily available throughout the day to ensure children were kept hydrated. The service was awarded a food hygiene rating of 5 (very good) from Gwynedd food standards agency in June 2017. Staff encouraged children to wash their hands before snack, after using the toilet and before baking activities. Staff's safeguarding training was up to date. When we questioned them about procedures they would take if they had concerns about a child in their care, they told us the correct procedures they would follow in line with the safeguarding policy for the service. Staff supervised children well during activities and as they accompanied them to the toilet. Staff had a current paediatric first aid qualification which enabled them to appropriately administer emergency first aid or deal with medical issues that may arise. Fire safety checks and fire drills had been conducted regularly and these were recorded, helping children and staff learn what to do if they needed to leave the premises in an emergency. Accidents and incidents were recorded and these had been signed by both staff and parent. Staff promoted outdoor play so children could develop their physical and sensory skills while playing in the fresh air.

Staff promote healthy lifestyles well to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions fairly and consistently.

Staff interacted well with children and spoke to them throughout their activities in a friendly and gentle 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 organise interesting activities to develop children's learning and they 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 prepared a dressing up corner and provided a selection of soft cushions, materials and blankets to enable children to build their own dens. There were numerous craft and table top activities on offer and staff were seen participating in these along with 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 number confidence by weighing out ingredients for baking. Staff made play and learning fun and this was evident as children played happily with those caring for them and with their friends. For example, staff joined in a game of '*stop the bus*' and they encouraged children to make a wish list for new equipment. Staff were responsive when children wanted reassurance this helped to meet their individual needs.

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

3. Environment

Summary

Leaders ensure the environment is safe and is suitable for all those using the service. Resources and toys are of good quality.

Our findings

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

Leaders ensure the environment is safe.

Leaders had a system to manage access to the premises and a record of visitors was kept. We found the premises to be safe, secure and suitable for purpose. Risk assessments had been completed to ensure potential risks to children had been identified and where possible eliminated. Leaders had also ensured they had completed risk assessments for the work persons who were installing the new radiators. Daily health and safety checks were recorded. The environment was clean. Leaders ensured staff understood their roles and responsibilities and they supervised children well during activities.

Leaders make certain the environment is safe and staff are deployed in a way as to provide consistent supervision to ensure children's safety.

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

Leaders ensure the environment is well-organised.

Leaders ensured children were cared for in a supportive environment, which considered children's interests and their individual needs. It was child-centred with children's art work displayed. Leaders made sure children had space to place their personal belongings which created a sense of belonging. Furniture was appropriate for the stage and development of children and the environment offered a variety of appropriate play opportunities. Storage was at a low level, this meant children could access toys and resources easily. Leaders had worked well with stakeholders to have a new kitchen, radiators and toilet installed to ensure better outcomes for children.

Leaders provide an effective environment to meet the needs of children being cared for.

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

Leaders ensure toys and resources are of good quality and offer children a wide range of learning and play experiences.

The indoor playroom was well maintained and there were sensory resources to help children practice using their senses. Leaders had made sure children could move around their environment freely to choose the activities they were interested in. There was a lack of

resources to raise children's awareness of the world around them. Leaders had made sure children could access good quality equipment and toys. The outdoor play area offered a wide variety of stimulating activities. For example, we saw children organising their own game of football, playing on swings, climbing, running around and enjoying sitting on the bench talking to staff as they watched their friends playing on the slide. Resources for both indoor and outdoor play areas were available in sufficient quantity giving children variety and interesting choices.

Leaders make sure children can make interesting choices from a variety of good quality toys and resources on offer.

4. Leadership and Management

Summary

Leaders manage the service with commitment and dedication. 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 and the school.

Our findings

4.1 How effective is leadership?

Leaders manage the service with commitment and dedication.

The new registered person has taken action to address the non-compliance issues raised at the previous inspection to ensure better outcomes for children. The statement of purpose captures an accurate picture of what the service offers. This provides parents to have all the information they require to make an informed decision about the care offered. The self-assessment of service statement (SASS) parts one and two had not been completed prior to the appointment of the new registered person. We did not issue a non-compliance notice on this occasion as we did not identify this had an adverse impact on the welfare of children. Policies and procedures were in place and these were implemented during practice. Leaders have a sound understanding of their responsibilities to promote the Welsh language and are working towards providing the 'Active Offer'.

Leaders manage the service well and are proactive to make improvements

4.2 How effective is self evaluation and planning for improvement?

Leaders have reviewed the quality of care.

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. Leaders report on how children are able to make requests for new toys and resources on a weekly basis and most of these are purchased for the following week. Leaders told us that a child's wish list for outdoor equipment has enabled them to become successful in gaining a grant from the local authority to be able to purchase resources 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 well.

Staff told us they enjoy working at the service because they feel supported by leaders and they work effectively as a team. We inspected two staff files and one volunteer file. Leaders had ensured staff had a current Disclosure and Barring Service (DBS) certificate. They had defined roles, were suitably qualified and their training was up to date. Leaders had also implemented a system for recording appraisal. Staff told us they received supervision but these were not recorded. Leaders should consider formalising one-to-one supervision so as to record and offer staff an opportunity to discuss their welfare, practice related issues, development, training needs and contribution of ideas to improve delivery of care and activities to children. We inspected four children's personal records and these contained the required information. The public liability insurance was up to date.

Leaders manage staff and resources positively.

4.4 How effective are partnerships?

Leaders are building positive partnerships.

We spoke to parents and they informed us they were happy with the care provided for children. One parent told us staff are approachable and easily contactable. Other parents commented on how their children enjoy attending and request to attend the club during holiday times. . Leaders told us they are working well with the school and the Head Teacher is very supportive. Leaders have been successful in gaining a grant for outdoor play equipment and this will help to improve outcomes for children. .

Leaders at Clwb Ty Wendy Bontnewydd are building effective partnerships with parents and school to enrich children's experiences.

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 the registered person they were non-compliant with the following regulation. We did not issue a non-compliance notice, as we did not find evidence, on this occasion that this had an impact on the welfare of children.

Regulation 17 of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”): Assessment of service: we have informed the registered person they must complete a self assessment of service statement part one and two (SASS) and then return it to CIW (Section 44 of the Children and Families (Wales) Measure 2010 and sections 60 (1) (b) and 71 of the Government of Wales Act (2006) in order to fully meet the legal requirements of their registration.

5.2 Recommendations for improvement

Leaders should consider:

- Formalising one-to-one supervision so as to record and offer staff an opportunity to discuss their welfare, practice related issues, development, training needs and contribution of ideas to improve delivery of care and activities to children 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 27 February 2019 from 0815 – 1455 hours.

We:

- Inspected a sample of documentation, policies, two staff files, a volunteer file and four children's personal records;
- observed practice;
- inspected the areas used, toys, resources and environment;
- spoke to children, staff, registered person and three parents and
- we provided feedback to the registered person.

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
Registered Person	Margaret Brister
Person in charge	Margaret Brister
Registered maximum number of places	49
Age range of children	Under 12 years
Opening hours	Monday – Friday (during term time) 1500 – 1800 hours and (during holiday's and teacher training days) 0800 – 1800 hours
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	16 December 2015
Dates of this inspection visit(s)	27 February 2019
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:	