



Childcare Inspection Report on

Cymer Ofal

**Ysgol Treganna
Sanatorium Road
Cardiff
CF11 8DG**

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 Cymer Ofal Cyf is registered with Care Inspectorate Wales (CIW) to provide out of school care for up to 80 children age 4 to 11 years at Cymer Ofal. The service operates from rooms within Ysgol Treganna in Cardiff, and offers care between 3pm and 6pm weekdays during term time. Esyllt Lord is the Responsible Individual (RI) and also the Person in Charge (PiC). This is a Welsh language service which provides the '*Active offer*'.

Summary of our findings

1. Overall assessment

Children are able to enjoy and learn from a wide range of interesting activities and experiences. They are settled and at ease in their surroundings and engage well with other children and their carers. Staff have good understanding about the children's needs and provide supportive care. The environment is very well resourced, and children benefit from a large outdoor area. Leadership and management of the service is effective, and the management team are open to recommendations to further develop the service.

2. Improvements

All recommendations made at the last inspection have been actioned;

- Children have additional snack choices;
- bags and coats are now stored safely and
- opportunities for independence are provided at snack times.

3. Requirements and recommendations

No areas of regulatory non-compliance were identified during the inspection. We made practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children enjoy their time at the club. They are stimulated and well occupied. There are a range of suitable activities and resources to meet the age range of the children attending. They are able to make choices and have developed warm and positive relationships with the people who care for them.

Our findings

1.1 To what extent do children have a voice?

Children make their own decisions about how they spend their time at the club and are able to direct their own play. We saw children initiating games and asking for support from staff when needed. We observed children and staff engaged in friendly conversations and it was clear that children are listened to and that their views are considered. We saw evidence of consultation with the children regarding the snack menu, resources and activities. For example, children had requested to have snack outside during warmer months, and we saw photo evidence demonstrating their request had been acted upon.

Children's voices are strong within the service. This promotes children's confidence and self-esteem.

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

Children are settled and comfortable in their surroundings. All children who attend the club are pupils at the school, and the majority of the club's staff work in the school during the day. We saw lots of smiles and children chatted happily together and to the people caring for them. We saw children help themselves to toys and resources and many undertook imaginative play enthusiastically. There are clear routines in place which the children are familiar with and which supports a sense of well-being and familiarity. We heard lots of praise for good behaviour and staff took time to show an interest in what the children were doing.

Children feel happy and safe at a club where their well-being is promoted and valued. They enjoy their time playing with their friends and spending time with the people who care for them.

1.3 How well do children interact?

Children are developing good relationships with each other and have formed positive friendships. We observed different groups of children over the course of the inspection and saw that there were lovely interactions between the children who happily participated in group activities and in paired activities. The children considered each other, shared resources such as magnets and pens. The children spoke kindly to each

other and snack time was a sociable event with all the children sitting nicely together and chatting to each other and the staff.

Children are developing good social skills and are beginning to understand the importance of sharing and turn taking.

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

Children have good opportunities to develop new skills with the play and learning experiences provided. They can also relax after their school day by reading or watching a film. Some children appeared tired after the school day; the club has cushions and bean bags for children to relax however, these were located in a noisy area where children were playing. We saw that all children were engaged in their chosen activities, such as playing board games or undertaking craft activities. Two children told us that they thought it was a 'fun' club with lots of things to do. The emphasis was predominately on free play but there were also adult led activities which children enjoyed, such as a parachute activity where children excitedly tried to balance a ball on the parachute. Children enjoyed these activities and were smiling and engaged. We saw photographic evidence of activities that had been arranged for the children based on their requests. These included yoga sessions and 'zoolab' visits.

Children can influence the activities and tasks they undertake and enjoy their play.

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

Children are active and developing their all-round skills with support and encouragement from staff. There are many opportunities provided for children to develop their independence. Toilets and hand washing facilities are appropriate for the age range of the children and we saw children of all ages use these facilities independently. Children know the environment very well and move around the club with ease and confidence, being independent in their play choices. Children self-register on arrival to the setting and make sure their belongings are stored in a safe manner. Excellent opportunities for independence are provided during snack time; we saw children distributing plates and cups, serving snack items from a wide choice, pouring drinks and tidying away dishes. Children were seen to enjoy the role of serving snack, wearing appropriate aprons and gloves.

Children have opportunities to develop their independence skills.

2. Care and Development

Summary

We found that staff are aware of their roles and responsibilities in providing appropriate care. They carry out their duties well to ensure children feel happy, settled and are cared for. There is an established staff group who have experience in working with children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children's safety and health needs are promoted effectively. There is a child protection policy in place but this has not incorporated the latest government advice on the 'Prevent duty'. 'Prevent' is guidance from the government to support childcare practitioners to identify and respond appropriately to issues of radicalisation. Children's individual dietary requirements and preferences are identified and information regarding children's allergies is relayed to relevant staff. Children had access to drinking water throughout their time at the service, however jugs were out of reach to some children. During snack time children were provided with fresh and nutritious snacks; however, children were offered squash to drink.

Staff ensure that children's health and safety is promoted effectively.

2.2 How well do practitioners manage interactions?

There is a positive behaviour management policy in place and we saw that staff were consistent in their approach and mindful of the age and stage of development of individual children. Staff manage interactions well and provide a range of interesting and varied activities to suit the children's ages. The atmosphere was very busy, but purposeful with quiet reminders being given for politeness and good manners. There were a large number of children present, but enough staff, located throughout, which ensures children are appropriately supervised. Staff were on hand to offer advice and oversee the children in an unobtrusive manner. There are clear routines in place which children are expected to follow and this supports the smooth running of the club. We saw very little unwanted behaviour during the inspection.

Staff manage interactions positively, and are consistent in their responses to children.

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

Staff support children well, giving them space and time to decide on the activities they want to follow as the focus is on self-directed play and learning. Planning is flexible and led by the children. Children are able to make their own choices and we saw them move freely between the resources. Individual development records are not maintained as children attend for only a couple of hours a day during term time. On a number of occasions staff participated in activities with the children. We heard children speak to staff about their interests and about their school life and staff were aware of children's preferences and hobbies.

Staff support children's individual needs in a positive way and offer a good selection of activities to promote their all-round development.

3. Environment

Summary

The service operates as a 'pack away' provision from rooms within the school. Children have access to a large enclosed outdoor area. Leaders and staff ensure that all health and safety requirements set down in the National Minimum Standards are implemented.

Our findings

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

Leaders and staff fulfil their responsibility to keep the environment safe for children. We saw that all visitors to the building and service were recorded. Entry is via a locked front door. We saw that unnecessary risks were eliminated and risk assessments were in place for activities as appropriate. Incident and accident records are maintained and the sample of records seen were typical for the age and stage of development of the children and did not raise any concerns about levels of supervision or safety. However, some records hadn't been signed by a parent/carer. Public Liability insurance is in place and electrical checks are completed by school as required.

Leaders ensure the environment is safe for children, which promotes their well-being.

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

Leaders ensure the environment is suitable. Children are provided with indoor play space which is child centred. Low level coat pegs allow children to hang their own bags and coats on arrival. Child size toilet facilities are located adjacent to the main room which children can access independently with limited supervision. The indoor area is spacious and we were told that staff adapt activities to ensure children have opportunities for physical play if they cannot go outside due to weather. Externally, children benefit from a lovely outdoor area with a good amount of space for them to run around and play games. The premises are well maintained and decorated.

Leaders provide an environment that is very suitable for childrens' needs.

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

Children have access to a range of high quality, developmentally appropriate play and learning resources. Child sized benches ensure that children are comfortable and at ease when playing and eating. There are good play and learning opportunities; resources include mark making, role-play costumes, blocks, puzzles, dens and snooker table. We noticed that very little recyclable materials were available. Outside children have access to a large area with a football court, basketball court and climbing frame.

Leaders ensure that resources and equipment are well maintained and provide positive learning experiences to children.

4. Leadership and Management

Summary

Day to day management of the service is good. The staff team is led by a conscientious PiC. She was keen to engage with the inspection process in order to move the service forward and maintain the high standards. There are clear policies and procedures in place which are detailed and well written.

Our findings

4.1 How effective is leadership?

There are effective systems in place to manage the service. There is a Statement of Purpose which allows parents to make an informed choice as to whether the service is suitable for their child. The service has a number of policies and procedures in place which are reviewed and updated regularly. We saw that the attendance register was up to date and contracts with parents included relevant information. Parents sign permission slips for sun cream, photographs and emergency medical treatment. We saw a staff training matrix which showed that training needs are well-managed and that renewals are scheduled as needed.

Leaders run the service in an effective manner.

4.2 How effective is self evaluation and planning for improvement?

Self evaluation and planning for improvement is embedded within the service and there are systems in place which supports this process. We saw questionnaires regarding the evaluation of the service are distributed on an annual basis and where possible suggestions are acted upon. Self Assessment of Service (SASS) Parts 1 and 2, distributed by CIW in 2017 were completed in a timely and detailed manner. There is a complaints policy in place, however it did not detail how children could raise an issue. The PiC was receptive to ideas and suggestions made as part of the inspection, demonstrating a commitment to ongoing development.

Self evaluation and planning for improvement is effective.

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

Roles are well defined and staff are clear about their responsibilities. We observed that the team worked well together, cooperating and assisting each other to ensure that the session ran smoothly and that children's needs were prioritised. The PiC ensures staff receive regular supervision as well as annual appraisals. We saw evidence of regular staff meetings to discuss practice and matters arising. The deployment of staff during the sessions is well managed to meet the specific needs of children. The system for recruiting staff is effective and fully complies with the Regulations ensuring that children are kept safe. Managers ensure that children benefit from sufficient staffing levels and that equipment is of good quality.

There is a stable, well qualified staff team who are committed to achieving good outcomes for children.

4.4 How effective are partnerships?

The service has developed systems to promote clear communication and to establish trust. The service is a member of a childcare umbrella support organisation which provides guidance if required. The service has social media pages and a website in order to share updates and information regarding the service. The PiC told us newsletters are regularly sent, and parents' evenings are held to provide parents with an opportunity to see the service. Feedback questionnaires we saw stated that parents were very happy with the service.

Valuable partnerships are maintained to maximise the benefits to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following practice recommendations with the RI;

- Reconsider location of children's drinking water to enable children to access independently;
- consult Welsh Government's 'Food and Nutrition guidelines for childcare settings' regarding giving children squash at snack times;
- develop complaints policy for over 8's;
- ensure parents sign all accident records;
- consider developing the current rest facilities for children;
- update child protection policy with the Prevent duty, and
- increase use of sustainable and recycled resources.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector made two visits to the service, the first of which was unannounced. The following methodology was used to gather evidence for this report;

- observed care practice;
- a visual check of the areas used;
- considered information available to CIW prior to the inspection including the Self Assessment of Service Statement (SASS);
- spoke to staff and children, and
- looked at a range of documentation.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Esyllt Lord
Person in charge	Esyllt Lord
Registered maximum number of places	80
Age range of children	4 to 11 years
Opening hours	3pm to 6pm weekdays during term time
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	24 March 2015
Dates of this inspection visits	26 November 2018 and 27 November 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: None	