



# Childcare Inspection Report on

**Clwb Plant Dyffryn Nantlle**

**Y Caban Safle, Ysgol Bro Lleu  
Ffordd Y Brenin  
Penygroes  
Caernarfon  
LL54 6RL**

**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 Dyffryn Nantlle is registered to provide care for a maximum of 18 children. The service is open during school term time from 15:00 – 18.00 hours, Monday to Friday. The service operates from a portacabin on the primary school grounds in Penygroes, Caernarfon.

Mair Crookes and Maira Lewis are the responsible individuals with and Maira Lewis is also the person in charge.

This service provides an Active Offer of the Welsh language with all staff able to speak Welsh and English.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy, settled and engaged in their play and receive the care they need. Staff meet children's individual needs exceedingly well and provide a range of activities and promote positive interactions. The environment is secure, comfortable and clean and children benefit from a suitable variety of toys and equipment. Leaders ensure staff are aware of their roles and responsibilities and the service operates smoothly.

### **2. Improvements**

Since our last inspection;

- Staff had attended training and courses pertaining to children's care and
- new resources had been purchased.

Since this inspection, leaders informed us toys in disrepair had been removed from the outdoor play area.

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

We found the service was not fully compliant in relation to one aspect of leadership and management where the statement of purpose (parent handbook) needs to include the areas used by children. At this time we are not issuing a non compliance notice as it did not have an adverse impact on the children's wellbeing but we expect leaders to address this issue without delay.

Recommendations for improvement to consider are; to update the risk assessment to include potential risk to children from accessing the toilet of the disabled, the filing cabinet in the playroom, providing older children with equipment better suiting their ages and more play space.

# **1. Well-being**

## **Summary**

Children make choices and express themselves well. Play opportunities are varied and interesting and children are happy and settled. Children have positive interactions and are learning how to look after themselves.

## **Our findings**

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

Children express themselves confidently and they make their own choices.

We observed children chose their own activities and with whom they wanted to play with. Children decided what they wanted to eat at snack time and when they had eaten enough. They spoke Welsh to each other and staff replied in Welsh when children spoke to them showing their home language was respected. Children's requests and questions were responded to appropriately and we heard friendly conversations shared between children and staff. For example, children asked staff to help them peg the canvas shade to the fence which was addressed promptly with children and a staff member then sitting inside talking about the day's events or what they were doing.

Children are confident as they are listened to and their views are respected.

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

Children feel safe and happy.

We found children settled quickly into the daily routine, for example, some played in the home corner or played games with each other. They enjoyed trying to win a competition of who could pass a water 'bomb' to their game partner for the longest time without it being dropped. Much giggling and laughter was heard with two children being proud to be acclaimed as the winners, making them feel good about themselves. Children had formed friendships as we observed them playing together or joining in with their friends and a staff member to play a game of cards. One child told us he enjoyed the club and liked the indoor and outdoor activities.

Children are relaxed and happy as they feel comfortable in each other's company and with staff.

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

Children interact well.

We found, despite the age range of children attending, they all interacted well with each other and with staff. They listened and responded to instruction, for example as the premises were used by younger children during the day, staff asked if they would help find the bits of the water bombs and dispose of them safely, which they did. It was lovely to see a child making a woollen friendship bracelet for a younger child and smiled as she went about the task, knowing she was making the younger child happy. Children were asked to find 'buddies' to play games and co operated well together as a group to build a shady den. Children showed good manners, saying please and thank you and showed respect towards the staff by calling them 'Aunty' or 'Miss'.

Children are becoming self-disciplined and show respect and kindness towards their friends and staff.

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

Children are engaged in their play and can also relax and enjoy quiet times.

Children had access to activities and resources which were appropriate for their ages and stage of development. They had some space to move around in the play room as well as an area to sit and relax. Children really enjoyed spending time outdoors and having an array of water play; for example, two children concentrated on aiming jets of water onto a target, younger children used water guns to make patterns on the ground with others enjoying a game of skittles or drawing pictures in their den. Children had developed good language and social skills and got on well together. They were busy throughout our visit and only stopped when it was time to go home.

Children are motivated as they enjoy a variety of play and learning experiences.

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

Children have good opportunities to develop, learn and become independent.

Children confidently chose which activities they wanted to take part in and looked after themselves well. For example, they put sun cream on before going out to play and used the toilet and hand wash facilities independently. Children enjoyed imaginary play such as in the home corner and taking dolls for walks in buggies. When the water provided by staff had been used, children filled their water appliances up on their own from the outdoor tap. As all the cushions were in use in the den, one child turned an empty toy container upside down to sit on next to her friends, showing initiative. Children developed good physical health and hydration as they were provided with

healthy snack options and encouraged to drink plenty of water in the hot weather.

Children have a variety of experiences, including freely chosen, unstructured and self-directed play enabling them to develop a range of skills.

## **2. Care and Development**

### **Summary**

Staff are competent and mindful of their responsibilities in providing a secure and nurturing environment for children in their care. They know the children extremely well; promote positive interactions and plan for a range of play and learning experiences.

### **Our findings**

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

Children are kept safe and their physical health is promoted.

Staff followed the service's child protection policy and told us they knew the action to take if they had concerns about a child. Staff held current paediatric first aid qualifications and could attend to a child in need of emergency first aid. We found staff kept parents informed of any incidents or accidents and those recorded gave no cause for concern. Staff conducted daily safety checks and made sure children practiced regular fire drills so they knew what to do should they need to exit the premises in an emergency. Staff received training when any additional medical needs were identified and from records examined, all information was kept in detail and procedures followed fully. Staff had been awarded the highest score of 5 from the Local Authority's Food Hygiene officer for their food preparation and handling and made sure children put on their sun cream before going out to play, reminding them not to forget their ears. Staff promoted good health and hygiene, such as cleaning tables before snack time and providing children with healthy snacks and drinks.

Staff demonstrate they know exactly what to do in order to keep children safe and healthy

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

Staff manage interactions well.

Staff followed the service's behaviour management policy and ensured children and parents were clear about the standards of behaviour expected at the service. Staff acted as role models of good behaviour and their interactions with the children were positive and respectful. We heard them talking to children at their level and observed them sitting alongside the children at play. They encouraged children to listen and reminded them of the need to show good manners and share. We found a happy environment where the children and staff interacted exceedingly well with each other.

Staff fully understand how to support positive interactions between children.

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

Staff promote children's play, learning and development and meet their individual needs well.

Staff provided child centred care and met the children's needs. They planned a range of activities both indoors and outside to promote the children's all-round development. Staff told us the children chose what they wanted to do and staff planned activities around their choice. For example, children had decided on some activities relating to the current World Cup and had made and decorated their own World Cup trophy. Staff planned activities linking into themes with the latest being about 'The Sea' with such resources as a parachute used to make waves and snacks such as fish finger sandwiches incorporating fun into the scheduled activities. Staff had devised a colourful photograph album with pictures of the children at play which children could refer to themselves to discuss their achievements together and help them feel included within the service. Staff were confident and relaxed and understood how children learned and developed at their own pace.

Staff are competent and support children to develop and learn.



### **3. Environment**

#### **Summary**

Leaders make the most of the areas available to the children in order to provide them with an environment where they can relax and have fun. Resources are clean and mainly suitable for the children's needs. Leaders generally demonstrate they manage and reduce the risk of harm to children.

#### **Our findings**

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

Overall, leaders ensure the environment is safe.

Leaders ensured no unauthorised person had access to the premises by locking the front door and asking visitors to record their attendance. The outdoor play area was enclosed and leaders maintained written risk assessments both for the premises and planned activities, meaning they were committed to keeping children safe. Although attention had been given to clearing away the toys and resources in the toilet for the disabled since our last inspection, this space was used as a nappy change area by a different service and potential hazards could be left within the club children's reach. Leaders need to look at ways where such risk to children is managed appropriately. We asked leaders to assess the safety of the stand alone filing cabinet in the play room and include how they managed potential risk of harm to children within their written risk assessments. Outdoors we saw the service who used the premises before the club children attended had stored broken toys between two sheds, with such resources needing to be removed or disposed of to prevent potential risk of harm to children.

Leaders need to make some improvements in order to keep children safe at all times.

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

Leaders try to provide a suitable environment to suit the ages of the children attending the club.

Leaders endeavoured to adapt the indoor environment to suit the needs of the children as the play room was primarily set out to cater for pre school children who used the premises at different times. For example, older children could not always sit comfortably at tea time as tables and chairs were too low and they had no set wall space where they could display their own work. However, leaders had tried to make the environment welcoming by having a designated notice board with information about the club in the reception area. Leaders

ensured the environment was clean, maintained and promoted children's independence as they could do things for themselves. Leaders ensured children had plenty of space to play outdoors and enough shade to keep them cool in the hot weather.

Leaders could look at how they could improve the environment to make it more welcoming and better suit the older children.

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

Leaders provide children with suitable resources and equipment.

Leaders ensured children had access to a suitable range of developmentally appropriate play and learning resources of sufficient quantity in order to offer children a choice. For example, plenty of craft work materials and a selection of games the children really enjoyed, especially the 'Guess Who' game. Outdoors children had all they needed to make and furnish their den, sit comfortably and play cards or chat with their friends. The photograph album showed children had been provided with resources to extend their cooking skills, such as for baking cakes and making pizzas.

Leaders ensure children have suitable resources to promote their play and learning.

## **4. Leadership and Management**

### **Summary**

Leaders have created a positive ethos in the service in supporting staff and making sure staff are aware of their roles and responsibilities. Leaders ensure staff are suitable and take action in order to improve practice and implement change. They have good working relationships with the school and keep parents informed.

### **Our findings**

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

Leaders understand what needs to be in place in order to manage the service.

Leaders had a written statement of purpose (parent handbook) reflecting the service provided which gave parents most of the required information in order to decide whether it suited their and their child's needs. However, leaders need to include information relating to the areas used by the children and the facilities on offer. Leaders met with standards and regulation such as ensuring policies and procedures were in place, staffing ratios were adhered to and records, such as staff and children's daily attendance were maintained. Leaders ensured staff were bilingual, speaking Welsh and English with Welsh being the language promoted. Staff worked well as a team and the session ran smoothly as a result. Leaders ensured children were given opportunities to make choices, explore and learn at their own pace and supported children well when additional needs were identified.

Leaders set clear aims and policies focused on children's needs.

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

Leaders assess the quality of the service and plan for improvement.

Leaders had completed an annual review of the service taking into account the feedback from parents, staff and children and considered what they could do to make improvements. For example, staff thought the club had outgrown its present location with leaders now looking at extending the environment to include the school hall and providing children with equipment to better suit their ages. As few parents responded to the service's questionnaires, leaders were considering a shorter version being issued to parents when next seeking their views. We spoke to one parent who told us she was more than happy with the service, her child was very content attending the club and trusted staff 100% to contact her should there be need to do so. Children had regular opportunities to express their views, for example their feedback following an organised treasure hunt was very positive and where children did not like an activity, staff listened to their feedback and made changes in order to improve the activity in the future.

Leaders have established effective procedures in order to monitor the service and make improvements benefitting the children and their care when needed.

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

Leaders manage staff and resources well.

Leaders worked alongside staff at the club with most working together at the school. This meant they knew the children and each other allowing them to work well as a team. There were sufficient staff employed and, where there were any absences, leaders made sure there were staff who could step in and care for the children when needed. Leaders ensured staff performance was monitored through regular supervision, staff meetings and annual appraisal and encouraged staff to attend training and courses during the year. Leaders conducted the relevant suitability checks on staff, making sure each was suitable to care for the children and familiar with the service's policies and procedures.

Leaders have good arrangements in place to cover absences and demonstrate they manage their resources in order to provide children with the care they need.

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

Leaders have established positive partnerships with parents, the local primary school and some with the other service using the premises at different times.

We found written evidence confirming leaders worked closely with parents to identify children's needs and preferences before children started. Leaders provided parents with information about their child's time at the service and told us they had good relationships with the school. Leaders endeavoured to improve relationships with the pre school group and a communication book shared by both parties noting matters needing attention had been established. For example, leaders told us they had noted the broken toys left by the other service in the outdoor play area in the book which were cleared away promptly, therefore improving the club children's safety.

Leaders have developed good partnerships in order to maintain a service offering children after school care during school term time.

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

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

- Regulation 28(1) and (2) of the Child Minding and Day Care (Wales) Regulations 2010– The responsible individuals must ensure that all the required clearance checks have been undertaken and a staff file pertaining to each staff member is complete. This includes each staff member having a current Disclosure and Barring Service clearance certificate. This has been addressed.
- Regulation 15 of the Child Minding and Day Care (Wales) Regulations 2010– the statement of purpose needs to include the areas used by the children. This remains to be addressed.

### **5.2 Areas of non compliance identified at this inspection**

We informed the responsible individual the service was not compliant with the following Regulation. We have not issued a non - compliance notice as we did not find evidence on this occasion, it had an adverse impact on children's well-being. However, the responsible individuals must take action to address this matter:

- Regulation 15 of the Child Minding and Day Care (Wales) Regulations 2010 – the statement of purpose needs to include the areas used by children.

### **5.3 Recommendations for improvement**

Leaders could consider;

- Improving the environment to be more welcoming to children, providing more space and equipment suited to the older children, and
- addressing the potential hazards to children identified at inspection as to how they are to be managed and where possible eliminated within the service's written risk assessment.

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

This inspection was undertaken as part of our normal schedule of inspections. At our first visit on 15 June 2018 we arrived at 15.15 pm and left at 17:40 pm. To conclude the inspection we conducted a second visit after school hours on 26 June 2018.

- We inspected a sample of documentation including; policies and procedures, the statement of purpose, daily records of attendance, risk assessments, child protection, complaints and behaviour management policies ;
- we looked at the areas used by children and resources;
- we spoke to staff, one parent and children;
- we observed children and the care they received, and
- we spoke to one of the responsible individuals who is also the person in charge to provide feedback of our findings.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Maira Lewis Mair Crookes
Person in charge	Maira Lewis
Registered maximum number of places	18
Age range of children	4 – 11 years
Opening hours	1500 – 1800 hours, Monday – Friday during school term time.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	15 April 2015
Dates of this inspection visit(s)	15 June 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:	