



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Clwb Gofal Llanddarog

**Ysgol Llanddarog School
Llanddarog
SA32 8BJ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Tuesday, 24 April 2018

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Description of the service

Clwb Gofal Llanddarog is located in the canteen hall of the school in the rural village of Llanddarog. It offers out of school care for up to 24 children under 12 years. The Clwb was registered in 2000 under the management of Menter Cwm Gwendraeth and the responsible individual on behalf of the organisation is Nerys Burton. The person in charge is Kelly Evans.

Summary of our findings

1. Overall assessment

Children at Clwb Gofal Llanddarog are happy and show enjoyment. They have some choices and interact well together. Staff know the children's preferences although there are missed opportunities to develop children's independence skills. Children had sufficient play space with age appropriate resources, which were mainly within reach.

2. Improvements

During inspection, we notified the responsible individual they were non compliant with the regulation in relation to keeping children safe as the main entrance remained unlocked at all times. This had been rectified prior to the end of the inspection process and the responsible individual confirmed that a bell had been installed and the room remained locked.

We recommended that the child protection policy be updated to include telephone numbers for making referrals. This was received prior to end of the inspection. We also recommended that leaders make available a daily risk assessment checklist, to be completed by staff prior to commencement of the session. Leaders had devised a checklist and a copy was received by CIW following inspection.

3. Requirements and recommendations

We recommended that;

- staff develop snack time to encourage independence skills, and children are part of preparing and clearing away;
- staff familiarise themselves with the safeguarding policy so they are confident in procedures should they need to make a referral;
- leaders ensure that all accident logs are signed by parents and staff;
- each child's personal details are recorded on an individual form and not on the same form as siblings;
- children's arrival and departure times are logged for each session and
- there are basic contact information for all members of staff present at the service.

1. Well-being

Summary

Children are well settled and happy at the club. They told us they enjoy coming to the club, playing with their friends and doing activities such as colouring, drawing and playing outdoors. However, further opportunities could be developed to help children become more independent at snack time.

Our findings

1.1 To what extent do children have a voice?

Children make choices and express themselves.

We observed children choosing activities that were available for them. Some children went to pick other activities from the resources on the shelving unit. Most played together whilst others chose to sit near staff. All children were given a choice between ham or cheese sandwiches for snack. We heard children tell staff they had enough of their snack and did not want anymore. Children had a good choice of art and craft activities available and many chose to make a Mother's day card or decorate a wooden heart shaped key ring. We heard a child ask if they could go outside to play and was told they could later on.

Children are confident that they have a voice.

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

Children form positive relationships and feel confident that their feelings will be taken into account.

We observed children smiling and chatting with their friends and adults. Children were able to identify whom they would speak to if they felt sad and told us that they felt safe at the club. Children confidently chatted to us and involved us in their play. They asked us why we were there. Children who did not seem to be playing were asked if they wanted anything else out. A child was upset after banging his head and was reassured and cuddled by a member of staff until he was ready to resume playing.

Children are happy, relaxed and safe. Children are well settled, happy and enjoy playing with their friends

1.3 How well do children interact?

Children interact in a positive manner with their peers and adults, but some need reminding about positive behaviours.

We saw children playing co-operatively throughout the club session. They coloured in wooden key rings and Mother's day cards. We saw older children help younger children by guiding them as they carried their plate and cup back to the sink. We heard children ask

each other to borrow items they were using and using 'please' and 'thank you'; "can I borrow your sharpener please?" Children passed the fruit bowl to each other at snack time, after taking a few pieces for themselves. A group of children were working together recording football teams and scores. Children were curious to know why we were there and enjoyed telling us about what they liked or did not like.

Children interact well with each other, visitors and with staff.

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

Most children engage in self-directed play at this club and show interest in what they do. They sometimes choose what they would like to do.

We saw children choose activities which were made available for them upon and included arts and craft equipment mainly. Children told us they were sometimes asked which activities they wanted out. Children told us they enjoyed going outside to play, which they do sometimes. We did not see children play outdoors on the day of inspection. We saw some children fully engaged in craft activities for Mother's day and included colouring in key rings and designing cards. Children were disappointed when parents arrived to collect them as they had not finished.

Children enjoy their play and are engaged in their play.

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

Children are given some opportunities to develop their independence.

Children showed confidence in choosing which activities were available. Children had opportunities to develop creative skills such as singing, performing, and designing key rings. However, children were not given opportunities to be fully independent at snack times as adults handed snacks and drinks all ready prepared for the whole group. Children returned their plates and cups after finishing and older children helped brush up the floor after snack time.

Children are developing their independence but there are missed opportunities at snack times.

2. Care and Development

Summary

Staff know the children well and provide sound care that meets the children's needs. They create a relaxed atmosphere where children are supervised in their play. Not all staff are clear and confident in child protection procedures.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Most of the staff have undergone necessary training to keep children safe and healthy. There are areas to improve in relation to child protection procedures.

Two members of staff had updated first aid training, child protection and all three members of staff had completed a food hygiene training course. Children were given snacks of sandwiches along with fruit and had water to drink. All children washed their hands prior to sitting down for snack. We discussed child protection scenarios with staff and not all were confident in procedures they would take should they need to make a referral. We heard staff giving children safety messages when they stood up on seats instead of sitting down.

Staff keep children safe and healthy most of the time but some need to familiarise themselves with their child protection procedures.

2.2 How well do practitioners manage interactions?

Staff remind children to interact appropriately and praise positive behaviours. They enjoy spending time with the children.

We heard staff praise children for colouring work that had been completed; "oh that's fantastic with you!". We also heard staff praise children who performed songs and reciting they had learnt at school. We also heard staff remind children about what not to do, "no, you know you must not go round there" to children who had gone behind an unit to hide. Parents told us that staff were caring and supportive.

Staff manage interactions well.

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

Staff allow children to lead their own play, and play along side if the children want them to.

Staff provided activities for the children and encouraged them to go and play with what was available. We saw staff sit and chat with children about their day at school and joined in with the craft activity. Staff ensured children have free access to the toilets.

Staff are engaged in promoting children's play, learning and development.

3. Environment

Summary

The service is run from the canteen hall of the local school, which is located on the school grounds. They ensure the environment is clean and well maintained and the area is suitable for the age range of the children that are cared for. There were issues surrounding the safety of the environment which were addressed immediately.

Our findings

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

Leaders have arrangements in place to ensure that the environment is clean.

The area where children were being cared for was clean. No hazards were seen during the inspection, however there were no risk assessments or checklists available to ensure safety prior to children's arrival. We saw one record of a fire drill that had been carried out in January 2018. Leaders told us they carry out drills termly. Upon arrival at the service, we were able to access the room as the main door was unlocked and remained unlocked throughout the session. We signed a visitors' book and saw that it was used regularly. All electrical equipment had been PAT tested in February 2018.

Leaders have made improvements to ensure the safety of the environment at all times.

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

Leaders ensure that children are cared for in an environment that is spacious for the number of children present.

The care provided was in a school canteen and staff and children had access to resources stored there. They had access to a large outdoor area, which was the school yard. We did not see this area being used during inspection and children told us they go outside sometimes, but they would like to go out more often than they do. Children sat to eat together at suitable dining tables. There was no quiet area, although there were large floor cushions available for children who wanted them.

Leaders ensure the environment is suitable for all age range of children.

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

Children benefit from good quality resources, equipment and toys.

Leaders told us they had equipment for outside play such as; hoops, balls and bats. Resources inside included board games, dolls and prams, bracelet making kits, paint and craft materials and jigsaws. All equipment were stored safely in an unit and shelves located in the hall and which were accessible to children.

Leaders ensure resources and equipment are of good quality.

4. Leadership and Management

Summary

Staff are managed effectively, but leaders need to ensure that record keeping is consistent and completed correctly at all times. Leaders have systems in place for self-evaluation. Policies and procedures are updated and available at the service.

Our findings

4.1 How effective is leadership?

Leaders ensure they comply with regulations and the national minimum standards most of the time, although improvements are needed to ensure leadership is effective.

The statement of purpose had been updated and gave a true reflection on what was offered. We saw copies of all policies and these had been updated. We observed a very relaxed atmosphere during our visit, and staff were happy in their roles. We saw that the responsible individual had regular contact with leaders of the service and the person in charge told us they have good support.

Leaders are providing good leadership.

4.2 How effective is self evaluation and planning for improvement?

Leaders have a system in place for evaluating the service and planning for improvement.

Leaders sought the views of children and parents using questionnaires and a report was compiled annually. We saw questionnaires, which had been completed by children using a system of happy or sad faces. Leaders told us they consulted with children when they planned on purchasing new resources in order to see what they would like.

There are effective systems in place for self-evaluation and planning for improvement.

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

The responsible individual recruits staff effectively and manages resources well, but improvements should be made in the record-keeping.

The responsible individual had sought all of the relevant information in relation to the staff's suitability for their roles prior to their employment. We saw records of supervisions and appraisals. We viewed children's files and saw some registration forms that included siblings' details on the same form. All staff at the service did not always record children's arrival and departure times consistently. We found that there were no information or contact details available at the service for any member of staff. We saw that not all accident logs had been signed by parents / carers.

The management of staff record keeping needs to be improved.

4.4 How effective are partnerships?

Leaders have good relationships with the school staff in which the club is based. There are also good relationships with parents.

We saw that there was a relaxed discussion between parents and staff when they collected their children and the responsible individual told us that this was how parents were kept informed of any developments at the service. Some parents told us they valued the service and praised the staff's caring nature. Some parents told us they did not feel that communication is always effective and consistent.

On the whole, the out of school club has effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that;

- staff develop snack time to encourage independence skills, and children are part of preparing and clearing away;
- staff familiarise themselves with the safeguarding policy so they are confident in procedures should they need to make a referral;
- leaders ensure that all accident logs are signed by parents and staff;
- each child's personal details are recorded on an individual form and not on the same form as siblings;
- children's arrival and departure times are logged for each session;
- there are basic contact information made available for all staff present at the service;
- the child protection policy be updated to include telephone numbers for making referrals and
- leaders make available a daily risk assessment checklist, to be completed by staff prior to commencement of the session.

6. How we undertook this inspection

This was a full inspection which was brought forward following a concern in relation to how staff dealt with an accident.

One inspector undertook an unannounced visit to the service for a total of two and half hours, and we viewed all records at the organisation's main office for a total of one hour;

- we observed the children and the care they received at Clwb Gofal Llanddarog;
- we spoke to a number of children, received two parents questionnaires and completed six questionnaires with children;
- spoke to staff and leaders and
- we looked at a wide range of records including children's files, staff files, policies and procedures, quality of care report, risk assessments, staff training and staff appraisals.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Nerys Burton
Person in charge	Kelly Evans
Registered maximum number of places	24
Age range of children	3 – 11 years
Opening hours	Monday, Tuesday and Thursday, 3.30pm – 6.00pm, term time only.
Operating Language of the service	Welsh
Date of previous CSSIW inspection	12 May 2015
Dates of this inspection visit(s)	08 March 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:	