



Childcare Inspection Report on

Clwb Ser Prion

**Ysgol Pant Pastynog
Prion
Denbigh
LL16 4SR**

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 Ser Prion is an after school club registered by Care Inspectorate Wales (CIW) to care for a maximum of 20 children. The registered person is Bethan Lindquist. The person in charge is Eleanor Jones. Children from 4 -11 years old are able to attend the club. The club is held in a self-contained portacabin at the rear of Ysgol Pant Pastynog in the village of Prion, near Denbigh. There are toilet facilities and storage areas for equipment and the children's belongings. The children have access to an outside area, a school yard, for outdoor activities.

Provision is through the medium of Welsh. Cylch Meithrin and CylchTi a Fi also provide services in the same room during school hours.

Summary of our findings

Overall assessment

Children who attend the club are happy and content and enjoy the time spent with the staff and their peers and the activities provided. The staff respond to the children's requirements and the relationship between them is a relaxed and happy one. The staff are well qualified and very experienced and they know the children well as they are all employed in the school. They are well motivated and strive to make a difference in children's lives. The care provided is warm and loving which creates a perfect environment in which to relax after a day at school.

Improvements

Since the previous inspection, leaders have ensured there are two references for each member of staff in the staff files, but employment history for all staff members still have not been completed.

Requirements and recommendations

We have made recommendations in relation to improving some aspects of the environment; staff appraisal and supervision and ensuring that areas for improvement within the service's self-assessment are addressed.

1. Well-being

Summary The children are happy, confident and content and enjoy their time in the club. They feel comfortable in their surroundings and this promotes their self-esteem and their social development. They enjoy a happy and caring relationship with the staff and attention is given to individual needs. The children benefit from attending the club and they receive warm and respectful care.

Our findings

1.1 To what extent do children have a voice?

The children receive maximum attention and are given many opportunities to express what they would like to do and they are listened to.

The children benefit from a wide variety of activities to choose from and an extensive selection of resources to complete these activities. The children were seen engaging with activities as soon as they arrived at the club. We saw children colouring, playing with clay and toy games. A group of three children started to sing in an impromptu manner as they were busily engaged in their activities. The club is run in a very informal way without a strict structure – this enables the children to choose what they would like to do and their wishes are catered for. The children have opportunities to express their likes and dislikes. Their views inform the club in relation to what purchases can be made to further improve their experiences in the club.

Children benefit from the relaxed atmosphere and the plentiful opportunities to express themselves. Every child's voice is respected and they are listened to.

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

The children are content and happy with the staff and chat freely with them. Many of the children were confident and happy to chat with the inspector.

We saw the lovely relationship that exists between the children and the staff, which enables the children to show respect towards others and their peers. We heard the children thanking the staff without any prompts and having interesting conversations with each other which creates a very social atmosphere. The children feel they are appreciated by staff who know them well and are able to engage them in conversation about their families, their home life, their hobbies and achievements and their day in school. This close relationship means children are comfortable with staff and are happy to be teased about things. This further develops the relationship between them.

The children feel comfortable and content in the care of the staff and they are treated with respect and decency.

1.3 How well do children interact?

Children interact well and control their behaviour, co-operate, take turns and help others. They are learning how to build relationships with others.

Children benefit from the consistent and regular encouragement about acceptable behaviour. Children receive positive persuasion, constant praise and the use of gentle voices to encourage them to demonstrate acceptable behaviour in the club. This stimulates the children to behave in a way that is acceptable to others as to gain praise from the staff. The older children were seen conversing with the younger children and encouraged them to join in with their games. The children are led by a good example on how to build a happy relationship with others and also to respect others. This is effective motivation in their social development.

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

The children thoroughly enjoy the opportunities to play and relax, and they were fully engaged with the activities on offer.

We saw that all the children were busy taking part in a wide range of various activities throughout the inspection period. There were a variety of indoor and outdoor toys, games and puzzles. Children could move freely from one activity to the other. We saw that some of the children concentrated on one activity for a long period of time before doing something different. Some children played happily on their own and some were in groups. We saw many of the children playing football, basketball or skittles in the school playground. The children enjoyed the opportunities to take part in activities with the staff. We were able to converse with some of the children and they all praised the variety of activities in the club, the care and attention they receive from the staff and how they are always listened to.

The children have sufficient opportunities to participate in a wide variety of activities, some of which are of a more structured nature. This maintains their interest and adds to their enjoyment when attending the club.

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

The children receive frequent and varied opportunities to develop socially and become independent.

The club promotes independence among children. The children choose what they want to do, when and what they would like to eat and with whom they spend their time. Before snack time, children had the opportunity to express likes and dislikes. The children were encouraged to clear up after eating. All the children were reminded to wash their hands which they did independently and also using the toilet facility.

The children receive effective encouragement to be independent and accessibility to resources contributes to this.

2. Care and Development

Summary

The staff in the club have succeeded in building a warm relationship with the children and have created a caring environment. The staff are familiar with and show a good understanding of key policies and procedures and they know when and where to seek help.

Our findings

2.1 How well do practitioners keep children safe and healthy?

A broad range of procedures are in practice to ensure the safety and health of the children.

In conversation we found that members of staff were fully conversant with the Child Protection Policy and knew which steps to take if a concern arose. Staff members have achieved the required qualifications in Food Hygiene and we saw that tables were cleaned before snack time was set up. The club provides the children with healthy snacks and water is available at all times. Staff members are aware of procedures relating to infection control and we saw children reminded to wash their hands before snacks and at regular intervals. A daily register is kept and was seen to be complete and current. The staff hold regular fire drills with the children and this is recorded appropriately. We also saw a book in which accidents, injuries and illness are recorded. Some entries in this book had not been signed and dated by staff caring for the children.

This is a club that makes every effort to ensure that they successfully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The staff promote positive behaviour at all times. The children are treated with respect and are continuously given a clear example of acceptable behaviour.

The staff have built a warm relationship with the children which creates a friendly environment in the club. Children are free to relax and enjoy themselves after a tiring day at school. We saw staff chatting with the children about their families and their hobbies and taking an interest in what the children had to say. This leads to children who are happy chatting to each other and also the inspector present. The children display positive behaviour at all times because they are kept busy and are fully engaged in a variety of activities which contributes to the happy and content atmosphere. Staff members were heard praising the children consistently.

The staff have succeeded in setting behaviour boundaries while allowing the children the freedom to be relaxed and happy and also lead by example.

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

The staff have provided a motivating environment where children can relax and be cared for. The staff are aware of individual needs and respond appropriately.

The club is well equipped with age appropriate resources. Children are encouraged to play with age appropriate toys and also to develop how they play. We saw staff reporting to parents on matters relating to individual children, as parents came to pick up their children. They are aware of every child's needs and these are catered for.

The staff provide a stimulating environment and activities for the children to promote their development and wellbeing and successfully respond to individual needs.

3. Environment

Summary

The club is held in a portacabin and is suitable for the purpose of the care provided. There are toilet facilities convenient for the use of children and staff. The resources are of good quality, but storage space is limited, both indoors and outdoors, because the room is used by other services during school hours. All equipment is suitable for the age range of the children.

Our findings

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

Safety procedures are in practice to ensure that the children receive care in an environment that is safe and clean.

There is plentiful space for the children to play inside and outside. The spaces used are well organised. Consistent tidying up and storage ensures that there is no clutter leading to safety risks. The club is allowed to use the school yard, which is safe and enclosed, when children wish to play outside.

Leaders have succeeded to create an environment which is safe for the children but does not restrict their adventurous nature.

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

The club provides a quality environment which is suitable for children to relax. There is a wide range of resources to fulfil individual needs.

The club meets in a classroom where the majority of resources are stored which means they are easily accessible to the children. There is sufficient space for all the activities that the children were engaged in. The toilet facility is accessible and promotes the children's independence. There are tables set out for children to sit at when they choose to have a snack.

The leaders have successfully provided an extensive range of resources and a suitable environment which encourages the children to relax and have a good time.

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

The leaders make good use of the quality environment and furniture provided by the school. They ensure that quality resources are provided which are age appropriate.

We saw that the furniture was of good quality and suitable for children. The club provides quality resources for the children. We found that the sink area in the toilet had not been cleaned sufficiently, and there was no worktop for food preparation to meet food hygiene requirements. There were plans to install a new worktop.

The leaders have provided extensive resources to ensure that children enjoy themselves, and that they are of a quality that ensures the safety of children.

4. Leadership and Management

Summary

The Registered Person and the Person in Charge are aware of their responsibilities in relation to the Childminding and Day Care (Wales) Regulations 2010. They ensure that staff members attend essential and relevant courses to improve and develop the provision.

Our findings

4.1 How effective is leadership?

The Person in Charge has ensured that most policies and procedures are detailed and kept in order and that they contain the appropriate information.

The Person in Charge is conversant with Policies and Procedures and these are incorporated in daily practices. The club has a comprehensive Statement of Purpose and a Parents' Handbook, which are given to parents as part of an information pack before their children commence to use the service. The Statement of Purpose needs to be updated regularly. Staff members attend courses to ensure that they are well informed and up to date with current procedures. We saw examples of staff files and found that the files do not contain all the basic information in order to meet the requirements of Regulations. This means that the service does not comply with the requirements of The Childminding and Day Care (Wales) Regulations 2010.

The leader has met most of the requirements of National Minimum Standards, but improvements are required to improve the effectiveness of leadership within the service.

4.2 How effective is self evaluation and planning for improvement?

Leaders practice self-evaluation procedures and are able to plan improvements to the service.

We saw evidence of self-evaluation procedures and a Quality of Care Review report that is produced using the Self - Assessment of Service Statement (SASS) template provided by CIW. The report was comprehensive and gave a clear picture of all that had happened during the past year and also plans for future improvements. However, areas for improvement identified within the SASS had not been addressed, mainly because of a complete change of staffing at the club. For example, investing in outdoor provision had not taken place as planned, and partnerships between the club and external agencies had not been established. We saw that information from parent and children questionnaires had been fed into the report. We saw a sample of these questionnaires and the majority of comments were very complimentary and positive.

The leaders practice self-evaluation procedures, but planning for improvement is not always effective.

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

Leaders are very experienced and manage staff and resources effectively most of the time. Responsibilities are delegated when appropriate. The staff are well supported and co-operate well as a team.

We saw staff collaborate well as a team and they supported each other. We saw staff take over from colleagues when the need arose, for example if a member of staff was required to speak to a parent, another member of staff continued with activities for the children.

When we inspected staff files, we found that the files did not contain all the basic information required by Regulations. Staff appraisal documentation could not be found, and there were no staff supervision arrangements in place. This means that the service does not comply with the requirements of Regulations.

Staff members work effectively and diligently as a team to ensure good quality care for the children. Responsibilities are shared successfully but leaders need to ensure that all the basic requirements in staff files are fully addressed.

4.4 How effective are partnerships?

There is a good relationship between the club and the parents, with regular and open communication pathways for the benefit of children's wellbeing.

We spoke to two parents who came to collect their children, and both spoke very highly of the service provided by the club. Staff members were very highly praised, also the activities and snacks provided for their children. They were also very positive regarding information they receive from the club. There are sufficient opportunities for parents to discuss any issues with the staff on a daily basis. The head teacher of the school in which the club is located is very supportive, and takes a keen interest in the quality of the service provided at the club.

The close relationship with parents enables the staff and leaders to provide a high level of care for the children. Parents are provided with regular updates regarding the children's welfare.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

There were no areas of non compliance from the previous inspection

5.2 Areas of non compliance in this inspection

We informed the person in charge that the service was not compliant with Regulation 29(3)(a) of The Child Minding and Day Care (Wales) Regulations 2010, because staff did not receive appropriate supervision and appraisals.

We did not issue a non-compliance notice, as we did not find, on this occasion, that this affected the well being of children. The registered person must address these matters.

5.3 Recommendations for improvement

- Update the service`s Statement of Purpose on a regular basis;
- Ensure that records of children`s accidents and injuries are signed and dated by staff members on all occasions;
- Adopt staff appraisal and supervision policies and procedures;
- Discuss with other services using the portacabin ways of ensuring that the toilet is always clean during handover times;
- Ensure that required improvements identified in the Quality of Care Review report are addressed in a timely manner;
- Include an employment history for all staff in the staff files.

6. How we undertook his inspection

We undertook this unannounced inspection as part of our annual schedule. We inspected from 15:00 pm to 18:00 pm on Tuesday 11 September 2018.

- One inspector undertook the inspection during the times indicated;
- We inspected a wide range of records, including the Statement of Purpose, policies, and staff files;
- We observed children`s activities, and the care they received both indoors and outdoors;
- We inspected the premises and the quality of toys and equipment;
- We spoke to children, the registered person, the person in charge and to other staff, and to two parents.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Bethan Lindquist
Person in charge	Eleanor Jones
Registered maximum number of places	20
Age range of children	4 to 11
Opening hours	15.00pm to 17:30pm (after school session)
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	15 September 2015
Dates of this inspection visit(s)	11 September 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