



Childcare Inspection Report on

Clwb Hwyr Ysgol Mornant

Ysgol Gymraeg Mornant

Picton

Penyffordd

Holywell

CH8 9JQ

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 Hwyr Mornant is registered to provide care for a maximum of 24 children. The club is located within Ysgol Gymraeg Mornant, a small rural Welsh medium school. The service has use of the hall, kitchen and dining area, storage areas and toilet facilities. The children can use the school playground and grassed area for physical play and structured activities. The club operates Monday to Friday from 15.15 until 18.00, during school term time. The registered person and person in charge is Michelle Brooks-Jones. The service provides the Welsh language active offer.

Summary of our findings

1. Overall assessment

Children experience warm, attentive care at this small and caring service. Their well-being and self confidence is enhanced with children learning the importance of politeness. Gentle, and competent practitioners provide a varied play environment and guide children sensitively and meet their every need. The environment is stimulating and spacious. Leaders ensure the safety of children and are supportive of the practitioners and provide necessary training and resources. Partnerships with parents and the school are valuable.

2. Improvements

Since the previous inspection:

- more games have been purchased to keep activities fresh and interesting;
- the service have obtained funding for workshops including science, den building, nature zone and others and
- volunteers are assisting the person in charge.

Since this inspection we were informed in writing that:

- a fire drill has been completed and recorded;
- documents have been compiled in a files to evidence the volunteers are suitable to care for the children and
- a comprehensive Quality of Care Review has been received.

3. Requirements and recommendations

None

1. Well-being

Summary

Children have a voice and make choices confidently. They are able to communicate very effectively and older children express their opinions considerately and maturely. They are successfully learning values of respect and politeness as they relate to practitioners and other children. Children are active and enjoy activities at this service. Children are learning, developing well and becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and their choices respected.

All children spoke and communicated their needs and preferences confidently and these were met promptly for example when they asked for more to drink. They expressed themselves well and had good linguistic skills and older children presented as confident and mature. They made appropriate choices and decisions because they were aware of the options open to them. They had a choice of activities and were seen helping themselves to boxes of building blocks. Children who needed a service through the Welsh language received one as Welsh was spoken fluently by practitioners throughout the session.

Children have a voice and make choices confidently.

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

Children feel safe, happy and valued.

Children were very settled and happy to approach the practitioners to play with them. Children were familiar with the routine which gave them a sense of security and were happy to tidy up before going home. Children had bonds of affection with the practitioners who knew them well and fostered their self esteem. They were making friends and playing happily with each other and some gave cuddles when they went home.

Children are thriving and flourish because they feel secure and relaxed.

1.3 How well do children interact?

Children interact well with each other and practitioners.

Children interacted and co-operated well with their peers and adults. They played alongside and with each other at various times and said sorry without being prompted if they thought they had made someone sad. They were polite, for example at snack time, saying please and thank you.

Children are successfully learning valuable social skills and respect for others.

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

Children enjoy their time at the service.

Children were fully and enthusiastically engaged in their leisure and recreational activities such as playing connect four and table top games. We observed a child maintaining interest in a task as they concentrated for a long time whilst drawing a picture and others built interesting models from bricks. They discussed together about the size and shape of their building.

Children are active learners and enjoy a good variety of experiences.

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

Children develop well, and learn skills to be independent.

Children were developing skills to promote their all round development through play, including drawing and negotiating rules for a game. Children were able to accomplish things for themselves as they went to the toilet and washed their hands independently. They collected their coats and bags and played games with little support needed.

Children are successfully learning many skills through play and are becoming independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy in a caring atmosphere. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, provide social activities and meet children's individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Discussion with the person in charge evidenced that they knew the process to follow should they have a safeguarding concern and contact details for the relevant agencies were available. Practitioners had current First Aid qualifications and accident forms were available for parents to sign should they be required. A snack of toast with various spreads was offered with water to drink. Children told us they sometimes have cake if it's someone's birthday. Food was prepared by staff who had completed food hygiene training and tables were wiped and all areas were clean. Fire drills were conducted but not recorded and discussions evidenced practitioners know how to safely evacuate the children from the premises. We received written information that a fire drill had been carried out and recorded the week after the inspection. The person in charge told us that outdoor play is offered if the weather is fair but often there's not enough time after snack as most children go home soon after 4.30 pm. On the day of the inspection the children were cared for from 4.15 pm after participating in a drama workshop arranged by the school.

Practitioners effectively keep children healthy and their safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions successfully using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour. They showed respect for children's views and managed behaviour according to agreed procedures in the policy. Practitioners supervised the children and gave them enough to do. Practitioners played with the children and dealt with any issues before they escalated. They praised children often, for example for drawing and building a house.

Practitioners manage children's interactions well, helping the children to be polite, co-operative and show respect.

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

Caring and capable practitioners promote children's learning and development, providing a variety of experiences.

Practitioners provided a nurturing and caring atmosphere and ensured responsive care as they knew details about the children, which had been shared by the parents. Allergies were known about and catered for. Practitioners promoted the development of all children by planning and providing special activities. Posters were seen of special nights such as pizza evening, film night, disco and Christmas activities and crafts and parties. Children told us they enjoyed them. Children had the opportunity to practice speaking Welsh in a relaxed and child friendly environment. Practitioners knew the children well as some also worked in the school, which meant they chatted purposefully about events in which they were interested.

Practitioners successfully promote children's learning and meet individual needs.

3. Environment

Summary

Leaders provide a clean, secure and safe environment and written risk assessments ensure practitioners are aware of how to keep children safe. The environment is very suitable, being child centred and varied, giving the children first hand experiences. Outside there is an enclosed yard and grassed area where children can play. Leaders make sure the quality and variety of the resources are good.

Our findings

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

Leaders ensure that the environment is safe and secure.

There was no unauthorised access as there was a locked entrance with a bell to ring, and a record was kept of visitors. We saw risk assessments evidencing that practitioners knew what the risks were and how to manage them. These had been reviewed and dated recently. Practitioners supervised the children well, for example when they went home, ensuring their safety.

Leaders successfully ensure the environment is safe and practitioners are aware of hazards and how to manage them.

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

Leaders ensure the environment is suitable for the ages of children attending.

Children were provided with sufficient space and all areas were clean, and well decorated. The hall was set out with table top games and toys on the floor. Children could explore the environment for example looking at the well stocked shelves for their favourite games. We saw a suitable space where the children could relax or look at books if they wanted. The children were familiar with their surroundings and could access facilities such as toilets easily. The snack preparation area was clean and well equipped.

Leaders effectively ensure the environment is child friendly, interesting and varied.

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

Leaders ensure the resources and equipment are varied and age appropriate.

Children had access to a range of good quality, play and learning resources including paper of various sizes and colours with a variety of crayons, pencils and pens. These were available in sufficient quantity to ensure children had an interesting choice. All toys and games were clean and in good order. Equipment, games and furniture was suited to the ages of children attending. New games had been bought and children had chosen some.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is knowledgeable, forward looking and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Partnerships with parents and the school are effective for the benefit of the children and their families.

Our findings

4.1 How effective is leadership?

Leadership is effective and well organised.

Leaders, being the registered person and a supportive committee have a sense of purpose and expectations to promote improvement and good outcomes for children. For example we observed a happy, competent and well supported person in charge and volunteers. We saw consistent practice throughout the service and practitioners worked well as a team and had a good rapport with children. Leaders ensured legal obligations were met such as public liability insurance. There was a clear, reader friendly Statement of Purpose which gave the required information. All records were organised and easy to manage, for example registers clearly recorded the attendance of children and practitioners.

Leadership has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is ongoing review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement which is embedded in daily practice, as was evidenced in the improvements made, such as purchasing new games. Improvements identified in the annual review had been implemented and plans were in place such as organising special events to encourage more children to attend. The head teacher said that numbers were slowly increasing. There are plans for accessing a variety of workshops for the children.

Leaders know the service well and improvements consistently made to improve practice.

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

Leaders have systems in place for managing practitioners and resources.

We observed practitioners had a good knowledge of children which enabled them to promptly meet their needs and they had a gentle and kind manner with the children. Leaders had ensured the person in charge was sufficiently qualified and had attended additional training such as an extended safeguarding drama workshop. We received written information a week after the inspection that documents had been compiled in individual files to evidence the volunteers' suitability to care for children. The volunteers

also worked in the school. The committee help to raise funds for new and replacement resources.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them and the school staff team.

Leaders and practitioners were approachable and communicated openly with parents when required. Parents can speak to practitioners daily, we saw parents collecting their children and plenty of time was given to exchange information. The links with the school were close and this enabled the service to offer good facilities. All children and their families benefitted from the consistency of care as children are continued to be cared for on the school premises. Clybiau Plant Cymru also give opportunities for the leaders to apply for grants, which has resulted in being able to put on special workshops for the children.

Leaders ensure partnerships with parents and the school have consistently positive outcomes for the children and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None outstanding

6. How we undertook this inspection

How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 13 March 2019 from 15.15 – 17.40.

- We:
- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and two practitioners;
- inspected the areas used and
- reported our findings to the registered person.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Michelle Brooks-Jones
Person in charge	Michelle Brooks-Jones
Registered maximum number of places	24
Age range of children	3 – 11 years
Opening hours	15.15 – 18.00 Monday to Friday during school term time
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	11 February 2016
Dates of this inspection visit(s)	13 March 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?	Yes This service 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:	