



Childcare Inspection Report on

Ysgol Bryn Hedydd - Cool Cats

**Ysgol Bryn Hedydd
42 Spruce Avenue
Rhyl
LL18 3SU**



Date Inspection Completed

01/10/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Cool Cats is based in Ysgol Bryn Heddyd in Rhyl. The service is registered for 71 children under the age of 12 years. The registered persons are Sharon Hart, Noelle Barber and John Cannon. The service offers full day care and is open every day apart from bank holidays.

The main language of the service is English. This is a service that does not provide an 'Active Offer' of the Welsh language.

1. Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

Children are happy, valued and experience positive interactions. They benefit from a variety of activities from which they can choose. They have a stimulating and well equipped environment in which to play and learn. They are cared for by staff, some of whom also work in the school. Staff understand how to keep children safe and promote daily outdoor play. Leaders have an appropriate oversight of the service. They use feedback to plan for improvements and have a good relationship with the school and parents.

2. Improvements

New toys and equipment have been purchased so children have a wider range to develop skills effectively. A new outdoor stage has been constructed so children can enjoy watching and being part of imaginary play. Snack time has been re organised to decrease the waiting time for younger children. A maths area and a natural area have been developed to extend children's knowledge.

3. Requirements and recommendations

At the second visit we were informed all recommendations had been addressed.

1. Well-being

Good

Summary

Children are given choice and are listened to. They speak confidently and are happy and relaxed. They interact positively with each other and with staff and behave well. Children enjoy a good variety of activities and are keen and interested in what they are doing.

Our findings

Children made decisions and knew they will be listened to. Children confidently made choices about what they played with and moved freely and happily between activities which took their interest such as playing in the construction area. They were confident learners who would respond appropriately when spoken to. Many children took time to chat to us and explain what they were doing when playing a matching game. Children were secure because their views were valued and respected.

Children feel safe and happy. They were made to feel valued and so they settled well and quickly once arriving at club and expressed enjoyment. They were familiar with the daily routine which provided them with ample opportunities to experience different environments and regular outdoor play. Children were able to form positive emotional attachments with staff and each other. They played contentedly alongside one another when playing football on the yard and chatted with ease together during tea time. We saw children who participated enthusiastically in all the service had to offer.

Children interacted well and had fun making up their own games. They co-operated well with staff and followed instructions. Children listened carefully and were starting to take responsibility. For example, when given tasks to tidy up each child willingly complied, working together as a team to ensure the toys and resources were safely tidied away. As a result of the opportunities they are given, children are motivated and confident to play and learn. Children were enthusiastic, and engaged well with the range of activities available to them. Children engaged positively with activities and were eager to show us what they were doing and confidently told us how much they liked coming to the club.

Children are interested in and enjoy the range of stimulating play experiences they have. Children are provided with positive opportunities to develop their independence, learn and develop. Children were able to accomplish things for themselves. For example, they washed their hands independently and put their belongings away in the entrance when they arrived.

2. Care and Development

Good

Summary

Staff have close relationships with the children and know them well. Staff ensure children are kept safe and generally promote healthy lifestyles. Staff provide a range of activities and meet children's individual needs. They encourage positive interactions and are good role models.

Our findings

Staff have a good understanding of how to keep children safe. They understand the policies and procedures in relation to safeguarding. Staff had completed relevant training which enabled them to provide first aid treatment. New three weekly menus have been introduced in line with the new government guidelines. Accident and incident records were completed appropriately. Staff kept the environment free from hazards and promoted the children's safety providing individual support as required. Staff promote physical activity outside and provided good opportunities for children to be active. Staff had considered risk assessments for example not allowing children to play on the field as the ground was slippery. Risk assessments were also in place for all outings undertaken by the children.

Staff managed interactions well. They supervised the children well and were consistent with their approach to behaviour management and as a result, children co-operated and behaved well. Staff sat alongside the children whilst they play, offering guidance and encouragement. Staff were familiar with the children in their care and positive bonds of affection were apparent as children approached them comfortably. They spoke to the children affectionately and a relaxed atmosphere was apparent. Staff had a positive rapport and interacted warmly with the children.

Staff plan and provide a range of activities, resources and amazing opportunities that are suitable for the ages and stages of development of the children attending. Photographic evidence showed children enjoying a flying lesson. Planning evidenced the children's interests and developmental needs were considered. Staff promoted independence by allowing children to move freely around the environment and accessing resources.

3. Environment

Good

Summary

Leaders are committed to ensuring children are cared for in a safe and suitable environment. Children are provided with a welcoming, clean, and safe environment. Leaders provide a selection of resources which promote children's play and learning and the layout encourages children's independence. Leaders ensure there are systems in place for regular maintenance and hazards are quickly identified and addressed.

Our findings

Leaders had effective checks in place that were conducted daily to ensure the environment was safe and free from hazards before children arrived. The environment was kept clean and all areas were tidy. Visitors to the service are recorded and the doors locked to prevent authorised access.

There was plenty of space indoors and outdoors to move around and be active and areas of interest were thoughtfully set out. Toy boxes were easily within reach to children. Suitable toilets and hand washing facilities all promoted children's independence. There were well equipped and defined areas and children's craft work was on display, making the environment homely for them. The outdoor enclosed area, shared with the school provided an effective learning and play environment for children. The environment was light, bright, and airy and provided children with a range of opportunities to investigate, explore and care for their guinea pigs and which encouraged them to learn through play.

Leaders ensured resources and equipment were clean, in good repair and suited the children's ages and stages of development. The choice of resources encouraged children to follow their interests and develop different skills. For example, children were developing their balancing and pedalling techniques on the ride on toys outdoors. We saw children working with good quality resources and suitable tables and chairs enabled everyone to sit together to eat or carry out table top activities such as games. Resources were varied and stimulating and leaders made sure children had a range of household and natural resources which could be used in different activities. Resources reflected the multi-cultural and diverse world in which we live which encourage children to learn about their role in the world.

4. Leadership and Management

Good

Summary

Leaders understand their roles and what needs to be in place in order to manage the service. Leaders ensure completed paperwork is kept in good order. Leaders support staff and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents and the school and leaders ensure there are systems in place to monitor the service.

Our findings

Leaders understood their role in managing the service. They ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders ensured record keeping was kept up to date. Policies and procedures have recently been updated to reflect the running of the service.

Leaders had completed an annual review and questionnaires have been produced for parents asking for feedback in relation to all aspects in the running of the club.

Leaders take into account views of the children by observations and talking to the children about what they like to do. We spoke to parents who told us they were happy with the service. Staff told us the changes made by leaders in re arranging areas and space had improved the service and were of benefit to them and the children.

Leaders followed safe and timely recruitment processes and ensure all records and information were easily available. Leaders ensured staff were well supported and encouraged them to attend training and other courses.

Leaders had established good partnerships with parents and the school. Parents provided written information about their child before starting and leaders ensured these were shared with staff in relation to each child's needs and preferences. Leaders worked closely with parents and professionals to ensure children with individual needs received the care they needed. Parents we spoke to were highly complimentary about the service and told us how their child loved attending. Leaders made sure their partnership with the primary school continues effectively for the children's benefit.

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

This was a full unannounced inspection carried out as part of our schedule of inspections. One inspector visited the service on 18 July 2019 between 3.30pm and 5pm. A further visit was made to the service on 1 October between 2.10pm and 4.15pm to observe the children attending. The person in charge contacted CIW after the inspection to inform us the recommendations had been addressed.

We:

- inspected a sample of documentation and policies;
- observed practice to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, one of the registered persons, the person in charge, practitioners, and parents;
- looked at the areas used by children and resources on the day of our inspection; and
- gave feedback to one of the registered persons and person in charge of what we found and areas for improvement.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sharon Hart Noelle Barber John Cannon
Person in charge	Sharon Hart
Registered maximum number of places	60
Age range of children	Under 12 years
Opening hours	7.45am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 June 2017
Dates of this inspection visit(s)	18 July 2019 and 1 October 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?	This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	

Date Published 21/11/2019