Childcare Inspection Report on

Clwb Plant Llandegfan Kids Club

Ysgol Gynradd
Llandegfan
Menai Bridge
LL59 5UW

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg
This report is also available in Welsh

Date Inspection Completed
03/10/2019
| **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

Clwb Plant Llandegfan operates from a room within Llandegfan Primary School. The service accepts children between the ages of 4-12 years old and is registered to provide care for a maximum of 24 children. The service currently operates from 3:05 p.m. to 5:30 p.m. on Monday to Friday during the school term. The service is also occasionally open on school training days and for some of the school holidays, depending on demand. Opening hours during these times are from 8:00 a.m. – 5:30 p.m. The registered persons are Martin Dennis, Mariann Griffiths and Patricia Roberts, who is also the person in charge of the day to day running of the service. The main language of the service is Welsh and the service is working towards the Welsh Government’s ‘Active Offer’ in relation to the Welsh language.

Summary

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1. **Overall assessment**
Children are happy, feel comfortable expressing their views and have positive relationships with staff and their peers. Staff encourage positive interactions and are aware of their responsibilities in keeping children safe and healthy. Leaders ensure all hazards to children’s safety are identified and measures are put into place to minimise or eliminate these appropriately. Resources are of good quality and all areas are welcoming and interesting to children, offering a rich environment for play and learning. Good relationships have been formed with parents and the school and information is shared effectively.

2. **Improvements**
Leaders have addressed the recommendations made in the previous inspection. For example, they have installed an outdoor light outside the rear entrance of the premises to enable children and parents to use this exit safely throughout the year. They have also ensured four members of staff have completed qualifications in playwork.

3. **Requirements and recommendations**
We made recommendations in relation to opportunities for children to help with tasks during snack time and recording the date on which policies and procedures are reviewed.
1. Well-being

Summary

Children are happy, settled and enjoy their time at the service. They have positive relationships with their peers and are confident to express themselves. Children have ample opportunities to take part in activities they have chosen and that are of interest to them. They are learning to make decisions and lead and direct their own play.

Our findings

Children were comfortable expressing their views and preferences. They were confident to express their wants and needs and to ask for support or reassurance when needed as they knew their views would be responded to positively. For example, children were secure in telling staff they wanted to remain at the club and not attend the Urdd session and in expressing their preferences to staff during snack time. Their wishes were respected and responded to promptly by staff. Children were confident to choose which activities they wanted to take part in and did so independently.

Children were happy, settled and comfortable in the care of staff they had formed positive attachments to. They were confident to approach us and talk about what activities they enjoyed taking part in, showing they felt secure in their surroundings. They were eager to share their achievements with us and staff as they knew these would be celebrated. For example, one child smiled and beamed with pride they received praise for creating a Halloween themed card for their family.

Children had formed close bonds with their peers and with the staff caring for them. They interacted positively together throughout the session and had formed strong friendships. During snack time, they chatted happily together about their day and discussed what activities they would like to take part in after they had finished. They shared toys appropriately and were happy to take turns. For example, a small group of children took turns to play on the games console, watching intently as their friends took their turn. Another group of children shared the pegs and pattern templates between them. The older children helped their younger friends select pattern templates they liked and chatted with them about which coloured beads they thought would look good. They were attentive to the younger children’s needs and adjusted their behaviour in order to support the younger children to interact positively.

Children were interested in the activities on offer and concentrated well on tasks. For example, two children enjoyed building a large track for the trains and interacted well together as they instructed each other on which parts to place where and how to create different shaped tracks. Another group of children took great enjoyment in a craft activity. They sat for an extended period drawing pictures and chatting to each other about what
they were drawing. They then selected stickers to decorate their pictures and the older children helped the younger ones to peel and choose which stickers to use. Children told us they enjoyed coming to club and particularly enjoyed playing outside when the weather was nicer, craft activities and playing on the games console.

Children were able to choose activities and fetch resources independently and were encouraged to lead and direct their play. For example, some of the younger children independently selected the drawing materials when they wanted them. Children were also encouraged to put their personal belongings in the allocated space and practice self-care skills independently. However, although staff told us children did help with during snack time, the opportunities for them to do so were limited on the day of our visit.
2. Care and Development

Summary
Staff effectively implement the service’s policies and procedures to ensure children stay safe and healthy. They provide nurturing care, know children well, plan a variety of fun and interesting activities and use effective methods to promote positive interactions. Staff are aware of children’s individual needs and provide a variety of opportunities to enable them to make friendships and learn effective social skills.

Our findings
Staff were familiar with the service’s policies and procedures and implemented these effectively in order to keep children safe and healthy. They had completed training on safeguarding children and were able to describe the correct procedures to follow should they have a concern about a child. An appropriate number of staff had also completed Paediatric First Aid training and any accidents or incidents that did occur were recorded appropriately and signed by parents. Staff practiced fire evacuation procedures regularly by means of fire drills and each of these were recorded appropriately.

Staff promoted healthy lifestyles. They had devised a three week rotating menu of healthy, nutritional snacks and encouraged children to spend time outdoors in the fresh air and to be physically active. Effective infection control procedures were in place to reduce the risk of cross contamination. Staff ensured tables were wiped before and after snack time, ensured children washed their hands as required and staff wore aprons to prepare food. Staff who were responsible for preparing snacks had also completed training on food hygiene procedures.

Staff spoke to children with genuine warmth. They chatted to them as they relaxed and during snack times, helping children to feel valued. Staff also used positive methods for managing interactions. They gave lots of praise for positive behaviour and celebrated children’s achievements. For example, one child showed staff member the large train track they had built and the staff gave lots of praise and the child smiled in response. Staff ensured children knew exactly what was expected of them and that there were clear boundaries. They clearly explained why any instruction was given and supported children to share and interact positively with one another. Distraction techniques were used effectively and promptly if staff detected children were beginning to disagree or become over excited. They also sat with children during activities and modelled positive behaviour.

Staff knew children well; they were familiar with their individual needs and preferences and chatted to them about their home lives. Children’s interests, likes/dislikes and individual needs were collated prior to children starting at club and kept on their individual files. A list of children with important health conditions and allergies were displayed inside the front
cover of the file for ease of reference for staff, enabling them to access these quickly should they need to. The team of staff working at the setting were well established, some of whom also work at the school. This provided children with a sense of security and familiarity as they knew the staff well.

A good variety of activities were organised to suit the range of ages of the children attending. These were well planned, with a good range of educational, sensory and outdoor activities. Staff ensured children who used tablets and laptop computers only had access to appropriate apps and activities on these, such as reading apps, number games, drawing and interactive applications they used at school.
3. Environment Good

Summary

Leaders ensure children are cared for in a safe environment where risks are identified and managed appropriately. Resources are of good quality and all areas are welcoming and interesting to children, providing them with a rich environment for play and learning.

Our findings

Leaders ensure the environment is secure and free from hazards. The doors to the outside were locked and children were escorted to the school hall to attend Urdd sessions by a staff member. Accurate records of attendance were maintained to ensure all children and staff could be accounted for in the event of an emergency. These included times of arrival and departure and children were signed in to the service by staff and out by parents. Written risk assessments were in place for all regular activities and areas used by children. These were comprehensive and covered all potential hazards. However, there was no evidence that these had been reviewed or updated since 2016. We spoke with the registered person about this, who told us these had been reviewed but this had not been recorded. Additional risk assessments had been completed for outings and for specific activities such as cooking. A fire safety review had recently taken place, with an updated fire risk assessment having been formed as part of this review. An outdoor light has been fitted outside the rear exit. Children and parents now used this exit throughout the year as it is safe to do so in winter months due to the area being well lit.

The play room was light, bright and attractive. Toys and resources are well organised and stored tidily in transparent boxes, which were well labelled so children could see what was inside and choose from them independently. A variety of toys and resources were available for children to choose from, including games consoles, books, craft materials, construction toys, stickers, games, small world figures and role play areas.

The room is shared with two other services, both of which are for younger children. Many of the tables and chairs were appropriately sized for the younger children. Staff also brought in larger furniture for the older children. This enabled them to sit more comfortably to play and eat their snacks. The club had their own notice board in the shared room. This was used to display the activities timetable, thank you cards and samples of the children’s artwork, giving children a sense of belonging.

Leaders ensured children had access to several interesting and exciting outdoor play areas, including a small rear courtyard, playground equipment to the front of school and they also had use of the playing field for sports activities. There was also a garden area where children could plant and care for flowers and vegetables. The front outdoor play area had a variety of interesting equipment and areas for children to explore natural and recycled
materials. These included a mud kitchen and exploration area, balance equipment, grassed areas, climbing apparatus, discovery areas and a construction area where children built structures using recycled materials.

All toys and resources were clean and of good quality. Leaders showed us a cleaning rota which had been put into place to ensure all toys and areas used by children were cleaned regularly. An infection control audit tool had been completed in August 2017, however it was not noted if this had been updated since. Toilets and sinks were suitable for the ages/size of children. Liquid soap and paper towels were available for children to wash their hands. Children stored their belongings in a dedicated area with pegs and a storage unit for their bags and coats.
4. Leadership and Management

Summary

Leaders communicate their vision for the service well. They ensure effective measures are in place to gather feedback and review the quality of the service so they can plan improvements. Good partnerships have been formed with parents and the adjoining school in order to ensure children benefit from a consistent, high quality service.

Our findings

Leaders ensured staff were aware of their responsibilities and shared their vision for the service with them effectively. Policies were in place for all aspects of running the service and staff were familiar with these policies and implemented them in their daily practice. However, there was no evidence these policies were regularly reviewed. We inspected the service’s statement of purpose, which contained all the required information meaning parents were able to make an informed decision about whether the service could meet their and their child’s needs. The service operated through the medium of Welsh and leaders were working on making all the service’s policies through the medium of Welsh.

Leaders had performed a review of the quality of the service by gathering feedback from all people who used the service. Parents and staff were asked to complete questionnaires annually to formally record their views about the service. The responses to these were positive. Staff were also able to share their views during meetings with leaders and parents were invited to regular meetings. Feedback was gathered from children verbally, through questionnaires and through general observations during sessions. Leaders had written a report and formed an action plan in order to implement changes and improve practices and any other areas they had identified for improvement.

Leaders ensured staff were suitably qualified to carry out their roles effectively. Four of the regular members of staff had attended a ‘Transition to Playwork’ course, enabling them to plan suitable activities for the older children who attended the service. We saw evidence on the staff files that annual appraisals and meaningful individual supervision sessions had taken place regularly. There were files in place for each staff member, which contained all the required information. Staff we spoke with stated they had a positive relationship with the person in charge, registered persons and other staff and that they all worked together effectively. They felt their views were listened to and described how tasks were shared equally between staff and a rota had been put into place to help ensure staff knew exactly what was expected of them on each day.

Leaders shared information with parents effectively. We saw evidence on file of information gathered from parents detailing children’s specific needs, likes and dislikes. Staff had positive relationships with parents and shared feedback with them when they collected their children, giving them information about their child’s time at the service. Parents we spoke with stated they were very happy with the service, that information was shared effectively and that leaders and
staff were approachable should they have any issues. A positive relationship had also been
developed with the school, for example, leaders told us how they had worked in partnership with the
school to create interesting areas for children to play in the outdoor environment.
5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations for leaders to consider:

- providing more opportunities for children to help with tasks during snack time to help develop their independence skills;
- reviewing all risk assessments annually and keeping a record of when this review is carried out and
- reviewing all policies and procedures annually and keeping a record of when this is carried out.
6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on the 3 October 2019 between 2:45 p.m. and 5:45 p.m.

We:

inspected a sample of documentation and policies;

observed practice and completed observations to capture evidence of children’s engagement and the care being provided by staff;

spoke to the children, staff, person in charge, registered person and 3 parents;

looked at the areas used by children and resources on the day of our inspection, and
gave detailed feedback to the registered person of what we found and what needed to be addressed.

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  
|                               | Out of School Care  
| Registered Person             | Martin Dennis  
|                               | Mariann Griffiths  
|                               | Patricia Roberts  
| Person in charge              | Patricia Roberts  
| Registered maximum number of places | 24  
| Age range of children         | 4-12 years old  
| Opening hours                 | 3:05 p.m.- 5:30 p.m. Monday to Friday during school term. Occasionally open on INSET days and school holidays from 8:00 a.m. - 5:30 p.m.  
| Operating Language of the service | Both  
| Date of previous Care Inspectorate Wales inspection | 18 August 2016  
| Dates of this inspection visit(s) | 03 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 is working towards providing an ‘Active Offer’ of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.  
| Additional Information:        |  

Date Published 25/11/2019