



# Childcare Inspection Report on

Cool Kids @ Cradoc

C P School  
Cradoc  
Brecon  
LD3 9LR



**Date Inspection Completed**

03/02/2020

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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 Kids @ Cradoc is an after school and holiday club, held in the main hall of Cradoc County Primary School in Brecon. They are open five days a week, between the hours of 7:45am to 9.05am (breakfast club), 3.30pm and 6.00pm term time, and between 7.45am and 6.00pm during the school holidays. The service is registered to care for 32 children up to the age of 12 years. The person in charge/registered person is Janet Owen. The main language of the setting is English with the use of incidental Welsh.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Excellent
<a href="#">Care and Development</a>	Excellent
<a href="#">Environment</a>	Excellent
<a href="#">Leadership and Management</a>	Excellent

### 1. Overall assessment

Cool Kids @ Cradoc is a thriving, wonderfully warm and welcoming service, where children are exceptionally happy, confident and very involved. Children actively make choices. Staff know the children very well and are genuinely interested in their views and opinions, involving them in decision making processes and the planning of activities. There is an excellent, very strong leadership and management team. The leader has an innovative vision for the service, that is shared very effectively with others. The leader ensures that everyone at the service has a voice, that positive relationships are formed, and excellent standards are maintained. There is a very happy and motivated staff team. The environment is resourced to an excellent standard and play areas are very inviting indoors and outdoors. The service works very closely with parents to address each child's needs' and preferences and to gain their views on the service provision.

### 2. Improvements

Since the last inspection the service has:

- introduced a 'Facebook' page specifically for parents whose children attend the out of school club;
- implemented healthy eating in line with the Welsh Government's best practice guidance, Food and Nutrition for childcare settings;

- improvements made by the Local Authority have made a considerable difference to the quality of the provision;
- involved children in choosing and purchasing new toys and equipment;
- enhanced community links by involving children in the club from outside the school catchment area;
- are working towards providing the Welsh Language 'Active offer'
- have attended training for staff to develop their practice; and
- introduced a children's committee.

### **3. Requirements and recommendations**

None

# 1. Well-being

Excellent

## Summary

Children are exceptionally happy and contented. They experience warm and caring relationships and have an excellent choice of free play and structured activities. They have a very strong voice and speak and express themselves exceptionally well. Their opinions and interests are highly valued, acted upon and consistently reviewed. Children develop and become independent very well; they learn to interact and to co-operate with each other and staff confidently and purposefully.

## Our findings

Children demonstrated immense pleasure when engaged in their chosen play. They benefit from the freedom to move around and explore their environment to its full potential. They thrive following their interests, whilst wholeheartedly involved in their chosen play. Children show considerable pleasure and enjoyment in their play and are curious learners. They have inspiring opportunities to engage in numerous and varied activities. They made choices from an excellent, wide ranging selection of toys and resources, which are easily accessible to them. On arrival, many children talked together about their preferred play. All children are confident to express their views, saying *'we can choose whatever we wish to play with, as our ideas are listened to'* and *'we also write in a what I want to do tonight book'*. During the inspection, they chose to play with hammer beads, toys cars and Barbie dolls. Many other resources were accessible to them.

Children speak and express themselves exceptionally well and receive a meaningful response from Staff. They are excited to express their opinions. For example, older children said that they had purchased new toys, having chosen a 'Silly Sausage' game, and showed off how a hovering spaceship worked. They ducked and dived as it hovered about the room, laughing and having considerable fun and enjoyment. Older children helped younger children. For example, they erected a doll's house and pulled out the barbie dolls for them. They are settled, comfortable and interested throughout their play showing absolute delight and pride when their efforts and accomplishments were acknowledged by staff. For example, their hammer bead creations.

Children clearly express enjoyment and enthusiasm and have a sense of security and belonging. They feel safe, as many children said, *'this is our club, we are very proud of it, love coming here and feel safe, happy and highly valued'*. On arrival, children were excited to show that they knew what to do. They sat quietly for registration chatting together, and after snack they helped set out the toys of their choice. There are very strong bonds of attachment with staff as they approached them with ease, much confidence and involved them in many of their games.

Children are able to cope with emotions, share, take turns and be kind to each other. They showed respect for property and their peer group. Children have excellent opportunities to

develop their independence and self-help skills of which they are accomplishing very well. They are enabled to do things for themselves and to problem solve effectively. For example, they carried out their own risk assessments of toys and resources, helped themselves to snack, accessed resources independently and used the toilet and washed hands. They also planned activities which they followed through independently.

## 2. Care and Development

Excellent

### Summary

Staff are well trained, caring and attentive; they keep children safe and promote healthy lifestyles. They know the children very well and provide excellent meaningful consistent care for them. They are committed and actively involved in assessing each child's individual needs and preferences.

### Our findings

Staff are dynamic, very dedicated and committed, working together exceptionally well as a strong team. They know the ethos of the service very well and understand and implement the policies and procedures with confidence that ensures children are kept safe and healthy. Registers detailed the arrival and departure time for staff, visitors, and children on the premises. Staff have a clear understanding of 'Best Practice Guidance Food & Nutrition for Childcare settings' and how to implement this. Staff consistently involve children in learning about healthy eating. For example, a visiting professional spoke to the children and engaged them in learning about the sugar content in foods. Snack time promoted healthy eating with fresh and dried fruits, crackers, cheese, toast which they all helped themselves to. Further activities promoted food tasting. For example, St David's Day, Easter and Chinese New Year. Additionally, their daily routines ensured that children have lots of fresh air and exercise through outdoor play. All staff consistently implement robust excellent hygiene practices. For example, records of fridge temperatures, wearing of aprons, gloves when preparing foods, cleaning routines, and keeping records of all health and safety checks.

Staff are suitably qualified and well trained and use their knowledge to promote the best outcomes and well-being for the children in their care. They clearly understood their responsibilities with regard to safeguarding children which is prioritised. Staff have attended Child Protection, 'Prevent Duty' and First Aid training.

Staff' management of behaviour is excellent. They are consistently responsive; they genuinely listen, and respect children's views and their interactions demonstrate warmth and kindness. They ensure that any sanctions are developmentally appropriate, and respect individual children's level of understanding and maturity. They are excellent role models leading by example, being calm, responsive and encouraging. Children respected them and followed their lead. Staff' used positive behaviour methods that gently remind children to be kind and share. Children are very familiar with the rules having devised their own. This helps all children to be friends and help and share with each other.

Staff are highly effective in identifying children's additional needs and ensure that children are supported effectively at all times. Staff believe that children should take the lead in their play promoting children's rights through the 'United Nations of the Convention of the rights of a child'. They strongly engage children in decision making, and promote children having



the right to have rest, and leisure, to engage in play and recreational activities with free participation in cultural life and the arts. Incidental Welsh is used productively during conversations, with a project in place to enhance the 'Active Offer' with various notices being translated and displayed bilingually. Staff promoted cultural awareness through the inclusion of cultural events throughout the year. An extensive range of formal and informal activities were excellently planned to include day trips, educational visits, new ideas for new equipment with the children and arrangement of sports related workshops.

### **3. Environment**

**Excellent**

#### **Summary**

The leader provides an extremely effective and suitable environment for children. The dedicated internal and outdoor areas are very well designed, welcoming, child friendly and provide excellent spaces for play and stimulating activities. There are effective systems in place that ensure the environment is safe and suitable for children, with resources and furniture of excellent quality, suitable for the needs and age range of the children in attendance.

#### **Our findings**

The leader has a comprehensive and very effective measure in place to ensure that everyone fully understands their responsibilities in relation to the safety and welfare of children. There are effective risk assessments in place that ensure all areas of the premises used for childcare are safe. The leader performed daily risk assessments and completed checklists that ensures the toys, and resources are safe for use, functional and orderly. They are consistently reviewed and include references to children in carrying out their own risk assessments with regards to toys, and resources that they use. The leader has thorough systems in place for regular maintenance and safety checks, which are all kept very methodically and in meticulous order. There is an alarm system in place with a secure entry via the main school reception area. Externally, a fence and gates secure the outdoor play areas. Children are supervised during outdoor play.

The premises provide a warm, inspiring and welcoming atmosphere where children have established a sense of belonging. The layout allows children to access all areas regardless of their age, needs and abilities. This resulted in children having excellent opportunities to be inquisitive and select what they wished to play with. Building work carried out in the school over the last year has improved the area the club operates from. The refurbishments have made the hall much brighter and more welcoming.

The environment is child focused, giving children access to an excellent wide variety of resources suitable to their age and that stimulated their interests and imagination which include small world toys, role play equipment, art and crafts, construction, with arranged activities for example, cooking, and exploring outdoors. The outdoor areas provide children with excellent opportunities for free play and spontaneous activities. For example, messy play with the mud kitchens, sand and water play. It offers children a rich multi-sensory environment that is meaningful for all children. They move freely, take risks climbing and balancing, and have the opportunity to experience nature and the weather. A canopy allows children to play outdoors in all weather.

## **4. Leadership and Management**

**Excellent**

### **Summary**

The leader has an innovative vision for the service that she shares effectively with the team. The leader is committed to monitoring and improving the service with a strong culture of continuous professional development. There are very open, professional and effective partnerships in place with parents. Leaders manage the service excellently well. They comply with the relevant regulations and exceed the national minimum standards. They take pride in maintaining up to date policies, procedures and records. They are very knowledgeable about their responsibilities.

### **Our findings**

The leader has in place an informative statement of purpose, which is up to date and compliant with the regulations. A club notice board gives additional information. There is a comprehensive and very methodical kept range of policies and procedures, which have recently been reviewed and updated. For example, the safeguarding policy now included information on the 'prevent duty' in relation to radicalisation. The leader has been very thorough in explaining GDPR to staff and parents, seeking various permissions from them in line with protocols. The leader has also carried out a 'Personal Data', and an 'Inclusion and Equality' Audit. We saw that the leader effectively maintained the required records on children's personal information, accidents, incidents, allergies, and any particular medical need and attendance records. The standard of record keeping sampled was extremely good, very well organised and easily accessible.

The leader takes pride and enthusiasm in evaluating the service. She plans exceptionally well, involving children in the process. A comprehensive daily self-evaluation system, which assesses children's enjoyment in activities, helps to improve the service. Furthermore, they act upon feedback from parents and/or children. For example, they acted on feedback from the older children to purchase additional toys and listened to parent's request to extend the breakfast club opening hours so as to accommodate them further.

The leader's evaluation of roles and responsibilities acknowledged that they all had an important part to play, with ideas and views that enhanced the quality of the provision. The leader is excellently organised in the management of the service. A very effective process promotes the professional development of staff through regular training opportunities, meetings, daily feedback, supervision and an annual appraisal. Many staff have successfully gained childcare qualifications to include: Early years Inclusion of 3 year Olds, Play work training level 6, NVQ level 3, Solihull training and Incredible beginnings training. Staff confirmed that they felt highly valued and motivated to give of their best. They said that they felt passionate about sharing good practice as their ideas, suggestions and personal development goals were taken seriously, listened to and acted upon with integrity.

The leader has ensured that staff files contained all the recruitment information required by regulation.

The leader ensured that all communication and engagement systems with parents are innovative and fully inclusive. The leader and staff keep parents exceptionally well informed. They also have strong links with school staff. They take pride in the sharing of any relevant information, that in turn promotes excellent practice. For example, parents are asked to complete a survey for their opinions to be expressed. Comments and feedback were extremely positive. Comments stated said that there are an excellent range of activities offered that stimulate and engage children, and that the children have much fun, asking to go to club on days off. They commented that staff do a wonderful job. They also commented that they liked the Facebook page, that kept them fully informed of what their child/children are involved in, with photographs, news and forthcoming events. Parents we spoke to said, their children are very happy and settled there and staff are excellent. Children said, they really enjoy club, that they make lots of friends. Thirty returned children's questionnaires clearly commented how they really enjoyed attending club. They said, *"exciting activities we like so much"*, *"we like the activities a lot"*, *"I love my favourite, playing outside and making things"*. Children we spoke to said, *"We don't want to go home, because we have so much fun here making things and playing with new friends"*. Older children very enthusiastically told us about how they had formed a committee. They said that they regularly meet to discuss the club and the activities provided. They talk and consider all children's ideas, suggestions and opinions, giving valuable feedback on what they enjoy, what they had learnt and how they felt about it. This information is shared with the leader and staff who wherever possible implement their ideas.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

None

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one unannounced visit on 3 February 2020 for a period of three hours. One inspector provided feedback to the registered person/person in charge on 4 February 2020 for the period of approximately one hour.

During the visit we:

- observed practice and the care provided by staff;
- read some children's and parent returned survey questionnaires;
- spoke to the registered person/person in charge, staff, some parents and children;
- looked at a range of records including the statement of purpose, some policies and procedures, children's registration forms, accident and incident records and staff files.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Janet Owen
Person in charge	Janet Owen
Registered maximum number of places	32
Age range of children	3 years – 12 years
Opening hours	8.00am to 9.05 am ( breakfast club), 3.30pm and 6.00pm term time, and between 8am and 6pm during the school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 May 2016
Dates of this inspection visit(s)	03 February 2020
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?	The service is working towards providing the 'Active Offer' of the Welsh language.
Additional Information:	

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