



# Childcare Inspection Report on

**Miri Mawr Holiday Club**

**Bryn Mair Farm  
Bryn Mair  
Llanfair Dyffryn Clwyd  
Ruthin  
LL15 2EF**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

19/02/2020

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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

Miri Mawr Holiday Club is located in the rural village of Llanfair Dyffryn Clwyd on the outskirts of Ruthin and offers care after school and during school holidays. The after school club operates during term time from 3.00pm to 6.00pm Monday to Friday and offers a pick up service from local schools. The holiday club operates from 8.00am to 6.00pm every school holiday, apart from a week during the Christmas period. The service is registered to care for up to 21 children between the ages of four and 12 years old. The service is run from a building adjacent to the nursery Miri Meithirn Llysfasi. The registered person and person in charge is Mari Roberts. The service is a Welsh language service, and provides the Welsh language 'Active offer'.

## Summary

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

### 1. Overall assessment

This is a service where children are active, happy and relaxed. They enjoy the activities and express themselves confidently. A varied programme of activities is planned for the benefit of all children. Caring and professional practitioners care for the children and meet their needs. The environment is safe, suitable and there are ample good quality resources both inside and outdoors. The leadership is effective with an ethos of regular self-evaluation, which includes parents' suggestions for future improvements. Practitioners are supported well and there are close partnerships with parents.

### 2. Improvements

Children enjoy a greater variety of activities as more games have been obtained. Since the inspection, the books and bookcase have been tidied so that children can read them more easily.

### 3. Requirements and recommendations

We made two recommendations in relation to the environment and partnerships in the community.

# 1. Well-being

**Good**

## **Summary**

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities. They are happy, relaxed and interact well with each other and the practitioners whilst engaging with the interesting activities on offer. Children are developing well and learning skills to help them become independent.

## **Our findings**

Children were listened to and their choices respected. Children chose where to play and were supported and guided by practitioners according to their preferences. Children helped themselves to toys and activities such as playing pool or connect four. Confident children spoke to us about their activities, how they like to be helpful and asked practitioners for what they wanted. They were listened to and their wishes respected.

Children felt safe, happy and valued. They coped well with separation from their parents and had settled well. Children were happy and excited to have a short trip out to make bird boxes with a local wildlife trust. Giving such experiences will help children to grow in confidence. Children were happy to explore their surroundings, and were comfortable with the practitioners as they took part in activities together in the village hall.

Children interacted well with each other and the practitioners. They played alongside each other happily and co-operated with adults caring for them, for example whilst painting coasters. They interacted well with each other and took turns when making bird boxes. Children were beginning to understand the needs of others, for example, when a child reached for a cushion to make an adult more comfortable. Other children helped each other with coats and lunch boxes during their outing.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning such as imaginative play and making a den. Children were learning skills to promote their all-round development and independence. Children accessed the toilets and washed their hands independently. They were learning to put on wellingtons and coats and ate without help during snack and meal time.

## **2. Care and Development**

**Good**

### **Summary**

Practitioners keep children safe and healthy by adhering to policies and procedures. They manage interactions successfully using positive strategies. Practitioners are caring, nurturing and responsive to children's needs. Interesting activities are carefully planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well.

### **Our findings**

Practitioners understood and implemented policies and procedures for the service. They had completed safeguarding training and contact numbers for the relevant agencies were on hand. Practitioners were familiar with safeguarding processes. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records.

Practitioners kept surfaces clean between activities and were aware of the most recent guidance for reducing risk spreading infections in early years services. Healthy snacks and meals were provided with milk or water to drink. A nutritious three week menu ensured a good variety was offered. Outdoor play and outings to local places of interest were planned for so that children could enjoy the benefits of fresh air and more physical play. Records of regular fire drills evidenced that they know how to evacuate the premises in an emergency.

Practitioners managed children's interactions well, helping the children to co-operate and learn social skills. They were good role models and constantly interacted with children happily and encouraged the children to say "Diolch" (thank you). Practitioners used positive techniques successfully and praised children often, for example for tidying the toys. Children had compiled a list of suitable rules which helped them to take responsibility for their actions.

Capable practitioners promoted children's learning through providing a rich play environment and they met individual needs, as they knew the children well. For example, a list of children with allergies was used to ensure all practitioners knew to avoid giving certain products to named children. They provided a nurturing and caring atmosphere and gave responsive care, Written planning with the input of children ensured they engaged with activities of interest to them including crafts and cooking.

### **3. Environment**

**Good**

#### **Summary**

Leaders provide a secure environment and written risk assessments ensure all practitioners are aware of how to keep children safe. The space is suitable indoors and outside and children are supervised well by knowledgeable practitioners. Leaders also provide an environment which is varied, stimulating and suitable for the children. The quality and variety of the resources are good and enable the practitioners to promote children's development.

#### **Our findings**

Leaders ensured the environment was safe and secure and practitioners supervised children well. There was a safe, locked entrance, and a record was kept of all visitors. All areas inside were hazard free and there were written risk assessments, which had been reviewed regularly and these are shared with the practitioners so they are aware of possible risks and how to mitigate them. Safety measures were in place such as radiator covers.

Leaders provided a child friendly, and stimulating environment for children. The environment was light, airy and welcoming for children and their families and included displays of photos of the children and their work on the walls. Practitioners used two rooms upstairs and one downstairs for activities. All areas inside and outdoors were used well by practitioners ensuring a variety of environments for the children to enjoy. A kitchen also ensured space for food preparation. Indoors sturdy, child sized chairs and tables were used as well as furniture for older children. There were toilets and basins enabling the children to use them independently. There was ample storage available for the resources both indoors and outside.

Leaders had ensured children had access to a wide range of good quality, stimulating play and learning resources. All toys and games were clean, in good order and some stored at child height. Equipment and furniture was suited to the ages of children attending, such as electronic tablets, board games and a box of smaller dolls. Leaders had provided books for children to help themselves. There were toys and books to represent the wider society and promote equality but more could be done to promote sustainability such as recycling and making models from used materials.

## **4. Leadership and Management**

**Good**

### **Summary**

Leaders are experienced, knowledgeable and strive 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 others are effective for the benefit of children and their families.

### **Our findings**

Leaders, being the registered person, with competent practitioners, have a sense of purpose and expectations to promote improvement and good outcomes for children. For example, we observed a happy, competent and professional workforce and an up to date statement of purpose. We saw consistent practice throughout the service and practitioners worked well together. Leaders have always complied with any recommendations promptly and ensure legal obligations are met such as public liability insurance.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement. Parents are given questionnaires and their responses are considered, as well as noting spoken comments. The quality of care report is comprehensive and includes plans for improvement, such as delegating more responsibilities to senior practitioners.

Practitioners were well qualified and had a good knowledge of children enabling them to meet their needs promptly and they had a gentle and kind manner with the children. Mandatory training, such as first aid and safeguarding had been completed with additional courses completed, which helped with behaviour management.

Relationships with parents were strong. They spoke to practitioners daily and were given questionnaires. Social events were also arranged for parents to get to know the practitioners. Many outside agencies were used to access advice and courses. Interesting outings enhanced the learning experiences and enjoyment of the children, such as going to organised events in the village hall and the local park. Relationships within the community could be developed further with the use of more visitors.



## **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 two recommendations:

- to develop links in the community to include visitors which will enhance the children's knowledge of their locality and
- to help children understand sustainability and recycling by making models from used products.

## **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 19 February 2020 from 9.30 – 14.40.

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 one practitioner;
- 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](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Mari Roberts
Registered maximum number of places	21
Age range of children	4 – 12 years
Opening hours	Holiday club 7.30am – 6.00pm After school club – 3.30pm – 6.00pm
Operating Language of the service	Both Welsh and English
Date of previous Care Inspectorate Wales inspection	20 February 2017
Dates of this inspection visit(s)	19 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?	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:	

Date Published 29/07/2020

No noncompliance records found in Open status.