Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Craig Y Don OSC

The Portacabin
Ysgol Craig Y Don
Clarence Road
Craig Y Don
LL30 1TR



Date Inspection Completed

14/09/2022

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About Craig Y Don OSC

Type of care provided	Childrens Day Care Out of School Care
Registered Provider	Chasebell Ltd.
Registered places	26
Language of the service	Both
Previous Care Inspectorate Wales inspection	4 July 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

Well-being	**Good**
Care and Development	**Good**
Environment	**Adequate**
Leadership and Management	**Adequate**

For further information on ratings, please see the end of this report

Summary

Children are happy and settled at this out of school club. They form positive relationships with each other and staff, which helps them feel safe and valued. Children make choices about how they spend their time and can choose, during all sessions, whether they play indoors or outdoors. During school holidays they enjoy visiting places of interest to them.

Staff act as good role models and interact well with those attending. They are kind, responsive and caring. They plan an interesting range of activities and encourage children to follow their own interests. There are sufficient policies and procedures in place to ensure children's individual health and wellbeing needs are met.

The environment is suitable. All areas are clean and tidy. The porta cabin is maintained, however those who run the setting do not always ensure the required safety checks are carried out on a regular basis and evidence of these checks are kept. Children have access to a large playground and playing field and a range of suitable outdoor play resources. The porta cabin is equipped with furniture and resources which are suitable for the age and stage of development of the children.

Leadership and management are effective and focus on good outcomes for children. Recording keeping is well organised, and staff feel well supported.

Well-being Good

Children have a voice and are encouraged to play. They are listened to and can follow their own interests, join in with others or relax during the sessions. They choose activities such as playing with construction sets, mark making, playing computer games or team games outdoors.

Children are very happy and settled. A few attend from other schools in the area and have settled in well. They told us they feel comfortable because they know the staff well. Children are developing friendships with peers, and good attachments to the consistent staff caring for them. Their likes and dislikes are considered, a few children choose to play outdoors throughout the session, others prefer to chat in the television area.

Children interact positively with each other and are kind to others. They share games and resources well and know to approach staff if they have any problems. When a child was accidently hurt during a game of football, their friends were very quick to react, showing they cared by comforting the child and attracting the attention of a member of staff.

Children enjoy their organised free play, leisure, and recreational activities. They engage in activities which interest them as individuals or as a group and at the same time develop emotionally, physically, socially, and intellectually. For example, a few sat with friends to watch the television and chat, others played educational and action games together on a computer. Children enjoy craft activities which are initially adult led but lead onto children developing their own ideas. Children really benefit from and enjoy chatting with staff about what they are doing and ask for help if it is needed. We saw a child concentrating hard and being praised for their effort, whilst chalking on the playground with a staff member.

Children have many opportunities to increase their confidence and become more independent in their play and self-help skills. They access the resources when they need them, use the toilet facilities and hand wash basin when needed, sit at tables for snack when they are thirsty or hungry, and help to clear away their plates. Children have learnt to place their belongings in a safe place and collect them when they are ready to go home.

Care and Development — Good

Staff make every effort to keep children safe and healthy. They use the settings policies and procedures well to ensure they meet individual needs and keep children safe. Registers consistently showed there are a suitable number of staff supervising children. Staff fully understand safeguarding and are aware of who is the lead safeguarding person at the setting. Staff spoken to responded well to questions about referrals and what should be done when they have concerns about a child or staff member. We confirmed a few staff have the First Aid at Work certificate, whilst all staff have paediatric first aid training certificates. A few need updating and this has been arranged now face to face training has been reintroduced. Staff have identified those children with asthma, allergies and those with more specific needs and have procedures in place to provide support. They follow procedures to ensure children do not use their mobile phones or have unsupervised access to the internet whilst in the club. Staff complete accident, incident, and medication forms satisfactorily. The setting has a five-star award for food hygiene.

Staff are kind and caring, responding to children's needs and wants promptly. They help children find resources, join in with children's play and provide reassurance when needed. They are familiar with the children's families and their school, which enables them to have more meaningful conversations with children and their parents. Staff act as good role models; they use good manners and praise children, for example, when playing together nicely and helping others. Behaviour is managed particularly well. A few parents providing feedback surveys during the inspection felt the Welsh Language 'Active Offer' was only sometimes promoted within the service. We heard some Welsh being used and spoke in Welsh with a child about their time at the setting and the journey from their school.

Staff promote children's development and meet their individual needs well. They work in partnership with parents to monitor children's progress and development, speaking to them if they have any concerns. Feedback is provided on children's play and interactions, with the focus being on social interactions and children's experiences at the club. Staff allow children to follow their own interests and take part in recreational activities. Staff are knowledgeable and understand the principles of play work. They allow children to take calculated risks in their play, for example, when using bouncy castles and paddling pools during the summer and understand how such activities benefit the children.

Environment — Adequate

People running the setting strive to ensure the environment is safe, clean, and secure and any unnecessary risks to children are identified and minimised. The porta cabin is sited on the school playground. High perimeter fences and gates surround the school premises and restrict access. However, as parents need to access the playground to collect children, these are unlocked during sessions. Staff minimise the risk to children by supervising them when outdoors. The porta cabin has a ‘digit’ lock in place ensuring unauthorised access is not possible if the door is closed. Staff carefully consider hazards and safety within the environment, all risky activities, and outings to places of interest, are included in annual risk assessments as well as recording them as daily risk assessments in the daily diary. Fire drill practices had taken place on a regular basis and were recorded. There is a need to review the settings fire risk assessment and seek advice from the local fire officer to ensure materials used to cover the walls and ceilings are suitable. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. However, a priority action notice was issued in relation to leaders ensuring a five-year periodic electrical safety testing certificate is obtained for the premises.

The environment is suitable for use and leaders monitor its condition and maintenance. Staff spoke of the porta cabin looking tired and were in the process of changing vinyl wall coverings to brighten up the room. Wall displays celebrate some of the children’s work and provide a sense of ownership and belonging, other displays are informative and are used specifically to brighten up the room. The premises has suitable and clean toilet and handwashing facilities, a kitchen area and reception desk/office area close to the door. The outdoor play area is spacious and suitable.

People who run the setting ensure the quality of resources and equipment is good. They provide suitable, age-appropriate resources indoors which are accessible, as they are stored appropriately in low level storage units. There are suitable items of furniture, and equipment such as tables and chairs for activities and when eating snacks, a relaxation area and comfortable activity areas. Outdoor resources are stored in a shed. We were told children can fetch things for themselves, but staff tend to get out their favourite items at the beginning of the session. However, more suitable, and age-appropriate resources could be made available to children outdoors by unlocking storage sheds during the sessions. During school holidays, children have access to larger equipment such as bouncy castles, paddling pools, bikes, and sports equipment.

Leadership and Management — Adequate

Leadership of the setting is effective and meets expectations. Those who run the setting strive to meet regulatory requirements and adhere to national minimum standards. They are open to suggestions and take action to address shortcomings promptly. Staffing at the club is consistent and ensures the setting runs smoothly. They have a suitable statement of purpose and an appropriate set of policies and procedures which they share with staff and parents successfully.

People running the setting have processes in place to monitor and review the quality of care provided. They are in the process of reviewing their quality of care and producing a written report as soon as possible due to it being late. Following the pandemic, those people who run the setting made it a priority for staff to attend training in 'Adverse Childhood Experiences' before evaluating the service and welcoming feedback from the staff, children, and parents. A few parents returning feedback during the inspection process said they were extremely happy with the way in which the setting is run but would welcome more opportunities to provide feedback.

People running the club manage the safe recruitment of staff and their continued professional development very well. Staff files examined contained all the required documentation. The current staff team is well qualified and experienced, with most having completed a diploma in play work. Nearly all staff are on the disclosure and barring services update system, which evidences their suitability to work with children. There was also evidence that the responsible individuals undertake the appraisal of the manager, who in turns holds supervision meetings and appraisal sessions with all other staff. Not all annual appraisals had been completed for the period 2021 – 2022. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Partnerships and communications with parents are good. Parents provided very positive feedback on the setting's social media site and in feedback surveys. Those who run the setting communicate with parents when they collect children and through messaging applications for more direct communications. They inform parents of their child's wellbeing and of incidents when they occur. They ensure parents have access to the policies and procedures, however they did say the settings website is not used as much as the social media site, but parents can always get in touch if they need something.

Recommendations to meet with the National Minimum Standards

RI Ensure children have access to age appropriate, and a suitable number and variety of resources when playing outdoors.

R2 Ensure parents and children are involved in processes to evaluate the quality of care at the setting.

R3 Review the settings policies and procedures in relation to promoting the Welsh Language ‘Active Offer’ by referring to ‘More Than Just Words’ 2016-2019 A Strategic Framework for Welsh Language Services in Health, Social Services and Social Care.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
25	The responsible individual cannot confirm the electric supply within the porta cabin is safe to use. The responsible individual must ensure a periodic five year safety test is carried out, and confirm this has been done by submitting a safety certificate to CIW.	New

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status
29	Annual appraisals had not been completed for all staff currently employed at the setting.	New
16	Systems to monitor and review the quality of care at this setting were in place, however the responsible individuals were in the process of completing their Annual Quality of Care review but were behind in their schedule.	New

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.

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