Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Deganwy Out of School Club

Deganwy Play & Learning Centre
Ysgol Deganwy, Park Drive
Deganwy
LL31 9YB



Date Inspection Completed

03/08/2023

About Deganwy Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Deganwy Out of School Club Ltd
Registered places	44
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert]
Is this a Flying Start service?	[Manual Insert] No
Does this service promote Welsh language and culture?	Although this service does not provide an 'Active Offer' of the Welsh language there is a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy, settled and have good opportunities to develop their skills and independence. Children are listened to and they know their interests will be taken into account. They communicate confidently with staff and interact well with each other. Children are active learners and interested in what they do. They enjoy their play and learning particularly outdoors and have a good range of activities, which encourage learning and discovery through play.

Staff keep children safe and healthy and are aware of their needs. They manage interactions well and support children to develop skills and are good role models. Staff promote play and learning effectively and meet children's developmental needs.

People who run the setting are aware of how to keep children safe. The main door is kept locked and visitors sign in and out. They ensure children are cared for in a stimulating environment and plan interesting activities. Resources both indoors and out are suitable for the needs of the children and are of good quality.

Leadership is effective and there is a positive ethos and an established a team of staff who deliver a good level of care to the children. Staff are deployed well and are aware of their roles and responsibilities. There are good partnerships with parents and the school with whom the setting shares some outdoor resources.

Well-being — Good

Children are confident to speak up and know they will be listened to. Children can choose which activity they want to take part in and can choose whether to play indoors or outside with their friends. They decide for themselves when they want to come in and do something different such as making a mask to wear for 'superhero day' or join other children in their play. They approach staff confidently to ask questions or for something they would like to do such as making bracelets. Children's needs are sensitively considered for example, they were offered suggestions when they did not know what activity to do.

Children feel safe. They settle well and have good relationships with each other and staff. Children play happily alongside each other, dressing up and joining in together for example, with a story or to pretend they are taking a phone call in their office. They were very relaxed and at ease with the staff and there was lots of happy chatter, making them feel valued.

Children interact well with each other. For example, there were five children enjoying craft and cutting out carefully together. They were all engrossed in their activities such as looking at books and giggling, playing ball games or imaginative play with small world figures. They take turns well, sharing beads. Children helped to clear resources away before lunch putting toys in the right places. They work together happily taking pride in showing us what they are doing, showing us a rabbit book and enquiring more about us. Children listen well to instructions and are keen and interested both in what they and their friends are doing. Children play together well, and it was good to see older children supporting their friends showing them how to find super hero cards which had been hidden.

Children enjoy their play and learning with the toys and equipment available. They have complete choice of activities inside and outdoors and happily moved from one activity to another such as construction or craft. Children are busy and very interested in what they are doing. They were confident explaining and showing how a sequin picture worked. Children were relaxed, happy and smiling as they played alongside their friends. Some of the children's own craft work is displayed on the walls and there were photographs available to evidence the different range of activities children had enjoyed.

Children develop well and have good opportunities to become independent as almost all resources are stored at children's level, and they can help themselves easily to the toys and equipment they want to play with. Children are well supported to enjoy a good range of activities outdoors, and playing outdoors promotes their physical skills. Children are becoming independent. They go the toilet and wash their hands independently. Children are helped to practice language skills, they chatted freely, very confidently, telling us about everything they liked to do in the setting.

Care and Development — Good

Staff keep children safe and healthy. They remind children to wash their hands before eating and after visiting the bathroom. Staff practice good hygiene, wiping tables and wearing gloves to help with packed lunches. They remind children to wash their hands coming in from outside and after visiting the bathroom. Staff provide healthy snacks for the children including fruit and water to drink. They have attended courses and follow policies relating to safeguarding children and they know what to do if they have concerns about a child. Staff hold a paediatric first aid qualification and medication records were available completed as appropriate. Risk assessments have been carried out to ensure children are safe, including off site visits. Accident and incident records are completed appropriately and shared with parents.

Staff are good role models for the children. Staff use positive behaviour management strategies and support children according to their individual needs and stage of development. They move round to where they are needed providing good levels of supervision. Saff speak to children gently and remind them of simple rules by asking questions such as ‘What are you going to eat first in your lunch box and what are you going to eat last?’ They stay calm with quiet voices and give good explanations which the children understand. They make lunchtime a sociable experience sitting at the tables with the children having their own lunch. Staff ask about homes and families, and everyone comments on how lovely the food looks in the lunch boxes. Staff use lots of praise and encouragement with the children, providing reassurance and a knee to sit on as required.

Staff know children well and as a result can provide a good level of care for them and meet their individual needs. They showed great awareness of the needs of the children and use skilful interactions to develop play. They anticipate children's needs and respond highly effectively, showing a constant awareness and flexibility for example, asking if anyone has grapes that are not cut up. Staff plan some activities and include an evaluation and feedback from the children. This determines whether the same activity will be provided again. The rest of the activities are the choice of the children. Staff have either completed or are in the process of finishing a bronze award Welsh course and they try to use some Welsh words throughout the day with the children.

Environment — Good

People who run the setting ensure the premises are safe and secure for the children.

The main door was locked when we arrived, so the premises were secure from unauthorised access. Visitors are requested to sign the visitors' book on arrival and departure. Regular fire drills are carried out and these have been recorded. The premises are clean and resources fresh. People who run the setting ensure the learning environment is safe for the children by carrying out opening and closing checks of the premises and equipment. Staff complete a daily checklist which ensures all potential risks are quickly eliminated before the children arrive.

People who run the setting provide a stimulating environment for children's play and learning. They ensure both indoor and outdoor play areas have resources set out within easy reach, so enabling children to choose their own toys and equipment. Outdoors has different areas for play including an area under cover which now has lights. This means children can continue to play outdoors even when it is going dark early on winter evenings. Inside, the room was divided into learning areas with suitable play items. The learning environment is well set out for the children, so they can move easily from one area to another. Children help themselves to different resources to develop their play for example dressing up and moving to the construction area. The layout of the environment ensures children have good opportunities to develop their play independently and the space for coats and bags provides a sense of belonging.

Resources and equipment are suitable for the children's ages and are in good condition. They include natural wooden and manmade resources, with some recycled such as tyres. Low level tables and chairs enable children and staff to sit together during activities or mealtimes and a comfortable sofa lets children snuggle up with a member of staff to listen to a story. There was a good selection of toys and resources indoors and out and staff used the environment well, for example to play a game of finding the 'heroes'. New resources in the garden such as a hobbit house have been added making a calm and relaxing place for the children to play. There are posters in Welsh and a 'Welsh box' with information on Wales including books, toys and games.

Leadership and Management	**Good**

Leadership and management of the service is effective. Records and documentation are clear and well set out meaning everything is easy to find. The service's statement of purpose provides parents with the information they need in order to decide whether the service meets their and their child's needs. Staff are well deployed and have clear roles within the service. The exact times of the attendance of the children and staff are recorded, and policies and procedures are up to date reflecting the running of the provision.

People who run the setting not only plan effectively for improvement, but also make changes daily. For example, they addressed the recommendations during the inspection, devising new paperwork immediately. This shows leaders are proactive in wanting to provide the best care and improve the service. Changes have improved the experiences for the children particularly outdoors. A new soft play surface has made the outdoors safer for the children if they have a tumble. More resources have been introduced too such as bikes and lights for the canopy outside. This means children can continue to play outdoors even when it is going dark early on winter evenings. Parents completed questionnaires and their views are incorporated into the quality of care review. Children's ideas and feedback are valued and they are asked 'What is their favourite thing in club?' They like, 'playing with friends, football, being outside and snack'. Likes and dislikes are considered when purchasing more toys and equipment effectively.

Staff files are well organised with all checks complete, and staff are, well deployed meaning children received plenty of individual care. People who run the setting hold meetings with staff on a regular basis to discuss any issues in relation to the service and to share ideas and good practice. Training needs are identified, and staff have good opportunities to develop their skills for example, by doing training online. Staff told us they enjoyed working in the service, managers were approachable, and they knew who to go to if they needed guidance.

People who run the setting maintain regular communication with parents to meet children's on-going needs and to keep them informed. They work with parents to identify children's needs and preferences before they start. When additional needs are identified, leaders told us they work with parents and take additional advice and support from agencies to provide the care each child needs. Children's files contain all the relevant information to provide a good level of care. Parents spoke positively of how their 'Children have lots of fun. Staff are lovely. Communication is brilliant and texts keep us up to date.' Leaders have developed effective partnerships which benefit the children, including a good relationship with the school with whom they share some outdoor resources.

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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

N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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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