Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Plant Segontiwm Cyf.

Ysgol yr Hendre
Llanbeblig Road
Caernarfon
LL55 2AT



Date Inspection Completed

15/9/2022

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About Clwb Plant Segontiwm Cyf.

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Clwb Plant Segontiwm Cyf.
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Manual Insert 18 July 2018
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh language active offer?	This 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	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children have good opportunities to make choices and decisions about what affects them. Children are active and express enthusiasm and enjoyment in their play and their learning. They interact positively with friends and with those caring for them. They enjoy a good range of activities indoors and outdoors and can choose to relax for some quiet time. The children have the opportunity to explore their play area independently. Children develop their independence skills well.

The staff have an appropriate understanding of their role to keep children safe and healthy. They offer a homely environment, and their interactions are warm and friendly. Staff plan and organise suitable activities and opportunities to help develop children's learning, play and physical skills with plenty of opportunities to play in the fresh air.

People who run the setting make sure that the indoor and outdoor environments are safe and clean. Staff supervise children appropriately. People who run the setting make sure that most of the toys, resources and equipment are appropriate for the children's age, in a suitable condition and kindle their interest.

People who run the setting are dedicated and hard working. They have built a strong team of staff to help ensure improvements for children. They manage the setting appropriately. However, some areas need further improvement in order to meet the regulations. The service operates through the medium of Welsh.

Well-being Good

Children are lively and express enthusiasm and enjoyment. They have a strong sense of belonging and have formed relationships with friends and staff, and are familiar with the routines of the club.

Children are confident communicators and enjoy chatting with staff and their friends about their day at school. A child spoke excitedly about how they enjoyed their lunch at school that day. Children talked to us about what they like to do at the club. For example, a child showed us their colouring and was excited about using sea creature stickers. Children were very enthusiastic, showing the plants they had grown in the outdoor play area.

Children are familiar with the daily routine. For example, they showed us how they put their coat and bag on a peg and wash their hands before playing and before snack time. They are comfortable approaching staff, for example a child asked a member of staff to push them on the swing and the member of staff responded immediately. This made the child feel happy.

Children interact positively with their friends and with those caring for them. They enjoy the social occasion of mealtimes and have good manners. They are learning to share and take turns. We saw older children helping their younger friends kick a ball and build a wooden train track. They worked well together as a team. Two friends had a lot of fun playing on the slide and laughing as they went down together. Children are active and curious. They enjoy exploring, following their own interests, and making choices. For example, a child was enthusiastic about painting a picture, they put on their apron and enjoyed the freedom of using different coloured paints and different sized paint brushes. Other children enjoyed developing their co-ordination skills outdoors while practicing throwing and catching a ball and climbing the equipment with confidence. Some children enjoyed relaxing and reading books in the quiet corner.

Children have good opportunities to develop, learn and nurture their independence skills that enable them to follow their interests and do things for themselves. For example, we saw a child developing their imagination in the home corner, putting pieces of pizza on a tray carefully, before placing them in the oven and sharing with their friends. They prepared themselves well for going home and stored their toys tidily. The children enjoy this time to do things for themselves with positive encouragement from the staff.

Care and Development — Adequate

The staff are enthusiastic and respond well to the children's requirements. A wonderful relationship has developed between them. They constantly praise children for their efforts and celebrate their achievements.

The staff have an appropriate understanding of safeguarding procedures and implement the policies appropriately. Staff record children's attendance and who looks after them but do not record their break times. They have first aid training and safeguarding training. Fire drills are conducted, and the results recorded to aid practical improvements. Staff understand their role and responsibilities to keep children safe and healthy. Staff ensure that children have healthy snacks, and that water is available. They organise suitable outdoor play activities, encouraging children to play in the fresh air in order to develop their physical skills.

Staff encourage children to wash their hands and this helps to develop their personal hygiene habits in a positive way. They complete accident and incident records but not all of these are signed by parents.

Staff organise appropriate activities and help children to develop their play and learning in a positive way. They invite children to share their likes and dislikes and this leads to lively discussions. They effectively develop children's awareness of their wider society and cultures. There are pictures of the children taking part in a variety of interesting activities on display, for example baking bara brith, making a den and developing their creativity through arts and crafts.

Environment	Adequate

The people running the setting provide a secure and clean environment where children can play and learn appropriately. They complete general risk assessments, identifying the potential hazards to children and what measures are in place to manage these risks. However, they are not an accurate reflection of the setting and the activities in which children participate.

The people who run the setting have increased the usual cleaning arrangements and are following the current guidelines. The people who run the setting ensure that clear information on how to deal with emergencies is available to all. They ensure that staff supervise the children appropriately.

They have ensured that the setting of the playroom promotes children's independence, enabling them to move around freely and make their own choices to pursue their own interests. There is a wide and varied range of toys and resources available and the people who run the setting make sure that children have access to aptly sized furniture.

The people who run the setting arrange appropriate learning areas and there is a selection of apt natural resources available to foster children's linguistic, numeracy and self-awareness skills. Toys and resources are conveniently placed within the children's reach which help them make decisions and choices about what they want to play.

There are some multicultural resources available to raise the children's awareness of their wider society, but this area is not fully developed. The people who manage the setting use some recycled materials, but there is a lack of recycled household goods in the home corner to develop children's sensory skills and imagination. During our visit the water station was out of order and there was no sand or soil in the inspection tray. This led to some of the children being disappointed. Since our visit the responsible individual has confirmed that she has addressed this issue.

The people who run the setting make sure that children have enough opportunities to develop their physical skills and they often take the children to the local park. They have created appropriate areas for children to grow flowers and vegetables and learn about the natural world.

Leadership and Management — Adequate

The people who run the setting ensure that children have good well-being outcomes. They have appropriate knowledge of their regulatory responsibilities but some areas need to be developed in order to meet the regulations.

The people who run the setting have written a statement of purpose, which provides parents with information about what the setting offers. There are policies and procedures in place but not all of these are complete to include relevant information about the contact details of external agencies, for example, child protection policies and positive behaviour management. They have completed a statement of service for assessment. The people who run the setting have a good understanding of their responsibilities to promote the Welsh language. They meet the obligations of the Active Offer of the Welsh language.

The report reviewing the quality of care is full of information and highlights improvements made as well as the responsible individual's vision for the setting's future. Comments from parents and children have been collected and included in the inspection report to show what the setting does well and what improvements could be made in the future.

The disclosure and barring services checks and the relevant training for the people who run and work at the setting are up to date. However, the people who run the setting have not ensured that parents have completed all of the required information for their child's record to ensure that staff can meet all of their individual needs. The staff files examined did not contain all the required information. The people who run the setting confirm that staff receive supervision sessions and these discussions are recorded, but they have no information about performance targets. As all the staff are new in their positions there are arrangements to conduct appraisals in the new year.

The people who run the setting engage well with their community and the primary school. We spoke with a parent who said that they were very happy with the care provided and that they were able to discuss any issue with the staff. There are pictures of the children enjoying playing and having experiences where they become familiar with their local surroundings and have opportunities to improve their social skills.

Recommendations to comply with the National Minimum Standards

Manually add R1. R2. Etc. and the wording required. These are not regulations but national minimum standards.

R1. Improve risk assessments so that they are an accurate reflection of the setting and activities in which the children participate.

R2. Use play resources and opportunities to help children's development and build on their imagination and natural curiosity to help them practice using their senses.

R3. Develop one-to-one supervision meetings with staff to review their performance and their training needs.

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
28	The responsible individual has not ensured that all of the required information has been gathered in the staff employment files. The responsible individual needs to ensure that all the required information is gathered.	Not Achieved
30	The responsible individual has not gathered all of the required information in the children's individual record. They have not ensured that all parents sign their child's accident form to confirm that they have been kept informed. The staff are not recording their breaks. The responsible individual needs to gather all of the required information in the children's individual records, ensure that parents sign their child's accident form and make sure that staff record their breaks to keep an accurate	Not Achieved

	record of who is caring for children at what times of each day.	

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 providers have 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
38	Regulation 38 (e) of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Fire Precautions:	Achieved

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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