Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Childcare Inspection Report on

**Clwb Enfys Ltd**

**Ysgol Pant Y Rhedyn**
**Penmaenmawr Road**
**Llanfairfechan**
**LL33 0PA**

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

**This report is also available in Welsh**



## Date Inspection Completed

27/06/2019

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| 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 |

## Description of the service

Clwb Enfys is based in Ysgol Pant Y Rhedyn in Llanfairfechan. The service is registered for 71 children under the age of 12 years. The responsible person is Grainne Mc Donagh and the person in charge is Linda Waite. The main language of the service is English with Welsh spoken. This is a service that does not provide an 'Active Offer' of the Welsh language.

## Summary

| Theme | Rating |
|---|---|
| Well-being | Good |
| Care and Development | Good |
| Environment | Good |
| Leadership and Management | Good |

**1. Overall assessment**

Children are happy, valued and experience positive interactions. They benefit from a variety of activities from which they can choose. They have a stimulating and well equipped environment in which to play and learn. They are cared for by some staff who also work in the school and understand how to keep them safe and who promote daily outdoor play.

Leaders have an appropriate oversight of the service. They use feedback to plan for improvements and have a good relationship with parents.

**2. Improvements**

The fire evacuation procedure has been changed and more detail added

There are now contract/enrolment update forms for parents so they can review and amend their details. The Child Protection Policy has been updated with more information added so that staff know what to do and who to contact.

All policies and procedures have been reviewed with the new review date added, this includes the parent/carer handbook too. The complaints policy has been updated to be more user friendly with correct timescales. A poster has been created which includes contact numbers of all relevant people, such as social services, CIW, and NSPCC. This will ensure everyone knows the numbers to call. The accident/incident form has been reviewed to contain more detail. The operational plan has been reviewed and updated.

A new format for the Quality of Care review links to the inspection framework.

First aid courses have been booked for September. Staff files have been updated and reviewed to include DBS details which will be available on site.

**3. Requirements and recommendations**

Recommendations have been made in care and development and Leadership and management.

## 1. Well-being Good

### Summary

Children are given choice and are listened to. They speak confidently and are happy and relaxed. They interact positively with each other and with staff and behave well. Children enjoy a good variety of activities and are keen and interested in what they are doing.

### Our findings

Children made decisions and knew they will be listened to. Children confidently made decisions about what they played with and what they wanted for snack and moved freely and happily between activities, which took their interest. They were confident learners who chatted about what they were doing. Children were listened to and they knew their views were valued and respected.

Children felt safe and happy. They were made to feel valued and so they settled well and quickly once arriving at club and expressed enjoyment meeting friends and staff. They were familiar with the daily routine which provided them with ample opportunities to experience different environments and regular outdoor play. Children were able to form positive emotional attachments with staff and each other. They played contentedly alongside one another when playing ‘What time is it Mr Wolf?’ on the field and chatted together in groups. All children participated enthusiastically in what was on offer.

Children interacted well and had fun. They co-operated well with staff and followed Instructions well. Children listened carefully and happily took part in tasks to tidy up. Children worked together as a team to ensure the toys and resources were safely tidied away before going outside to play. Children were motivated and confident to play. Children were enthusiastic, and engaged well with the range of activities available to them. They experienced free play with adults on hand to join in play when invited.
Children engaged positively with activities and were eager to show us what they were doing On the Wii. Many confidently told us how much they liked coming to the club and the staff.

Children were interested in and enjoy the range of stimulating play experiences they have. Children are provided with positive opportunities to develop their independence, learn and develop. Children were able to accomplish things for themselves and have frequent opportunities to learn and develop their independence.

## 2. Care and Development Good

### Summary

Staff have close relationships with the children and know them well. Staff ensure children are kept safe and promote healthy lifestyles. Staff provide a range of activities and meet children's individual needs. They encourage positive interactions and are good role models.

### Our findings

Staff have a good understanding of how to keep children safe. They understand the policies and procedures in relation to safeguarding. Staff had completed relevant training which supported them to provide first aid treatment. Accident and incident records were completed appropriately. Staff kept the environment free from hazards and promoted the children's safety providing individual support as required. Staff promote physical activity outside and provided good opportunities for children to be active. Staff had considered risk assessments in order to keep children safe.

Staff manage interactions well. They were consistent with their approach to managing interactions and behaviour management and as a result, children co-operated and behaved well. Staff sat alongside the children whilst they played, offering guidance and encouragement. Staff were familiar with the children in their care and positive bonds of affection were apparent as children approached them comfortably for help. They spoke to the children affectionately and a relaxed atmosphere was apparent. Staff had a positive rapport and interacted warmly with the children.

The person in charge had a large file full of planned activities and photographs showing how the children had enjoyed what was on offer after school. Staff provided a range of activities, resources and opportunities on the day which were suitable for the ages and stages of development of the children attending which took into account their interests. Staff promoted independence by allowing children to move freely around the environment and accessing resources indoors and outside.

## 3. Environment Good

**Summary**

Leaders are committed to ensuring children are cared for in a safe and suitable environment. Children are provided with a welcoming, clean, and safe environment. Leaders provide a selection of resources which promote children's play and learning and the layout encourages children's independence. Leaders ensure there are systems in place for regular maintenance and hazards are quickly identified and addressed.

### Our findings

Leaders had effective checks in place that were conducted daily to ensure the environment was safe and free from hazards before children arrived. The environment was kept clean and hazard free and all areas were tidy. Visitors to the service were recorded and the doors secured to prevent authorised access.

There was plenty of space indoors and outdoors to move around and be active and areas of interest were thoughtfully set out. Toy boxes were easily within reach to children. Suitable toilets and hand washing facilities all promoted children's independence. There were well equipped and defined areas and children's craft work was on display, making the environment homely and providing a sense of belonging for them. The outdoor area provided an effective learning and play environment for children. The environment was light, bright, and airy and outdoors provided children with a range of opportunities to investigate and explore and encouraged them to learn whilst playing and having fun.

Leaders ensured resources and equipment were clean, in good repair and suited the children's ages and stages of development. The choice of resources encouraged children to follow their interests and develop different skills. For example, skipping. Children worked with good quality resources and suitable tables and chairs enabled everyone to sit together to eat snack or carry out table top activities such as games. Resources were varied and stimulating and leaders made sure children had a range of natural resources which could be used in different activities.

## 4. Leadership and Management Good

### Summary

Leaders understand their roles and what needs to be in place in order to manage the service well and meet with standards and regulations. Leaders ensure completed paperwork is kept in order. Leaders support staff and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents and the school and leaders ensure there are systems in place to monitor the service.

### Our findings

Leaders understood their role in managing the service. They ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders ensured record keeping was kept up to date. The attendance of children and staff was noted appropriately.

Leaders had completed an annual review and parents and children asked for feedback about the running of the after school club. Leaders take into account views of the children by observations and talking to the children about what they like to do. We spoke to parents who told us they were happy with the service.

Leaders followed safe recruitment processes but need to ensure all records and information are easily available. For example as staff also worked in the nursery most documentation to evidence suitability was kept in the nursery and was unavailable. Leaders ensured staff were supported and encouraged them to attend training and other courses.

Leaders had established good partnerships with parents and the school. Parents provided written information about their child before starting and leaders ensured these were shared with staff in relation to each child's needs and preferences. Leaders worked closely with parents and professionals to ensure children with individual needs received the care they needed. Parents were very satisfied with the service and told us how their child loved attending. Leaders had a good relationship with the school with whom they share outdoor resources.

## 5. Improvements required and recommended following this inspection

### 5.1 Areas of non compliance from previous inspections

None

### 5.2 Recommendations for improvement

For leaders to consider;

- keep some relevant staff information securely on site so it is available for inspection.

## 6 How we undertook this inspection

This was a full unannounced inspection carried out as part of our schedule of inspections.
One inspector visited the service on 27 June 2019 between 3.30pm and 6pm. The person in charge contacted CIW after the inspection to inform us the recommendations had been addressed.
We:

- inspected a sample of documentation and policies;
- observed practice to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, practitioners, and parents;
- looked at the areas used by children and resources on the day of our inspection; and
- gave feedback to the person in charge on 8 July 2019 of what we found and areas for improvement.

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

www.careinspectorate.wales

## 7. About the service

| | |
|---|---|
| **Type of care provided** | **Children's Day Care**<br>**Out of School Care** |
| **Responsible Individual** | **Grainne McDonagh** |
| **Person in charge** | **Linda Waite** |
| **Registered maximum number of places** | **71** |
| **Age range of children** | **Under 12 years** |
| **Opening hours** | **3pm to 6pm** |
| **Operating Language of the service** | **English** |
| **Date of previous Care Inspectorate Wales inspection** | **Manual Insert** |
| **Dates of this inspection visit(s)** | **27 June 2019** |
| **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?** | **This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'** |
| **Additional Information:** | |

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