Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Cŵl Pitian Patian

Tŷ Hen
Llanwnda
Caernarfon
LL54 5SD



Date Inspection Completed

18/12/2024

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About Clwb Cŵl Pitian Patian

Type of care provided	Children's Day Care Out of school hours care
Registered Provider	Pitian Patian Llanwnda Cyf
Registered places	32
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	18 July 2018
Is this a Flying Start service?	No
Does this service promote the Welsh language and culture?	This service makes significant efforts to promote the use of the Welsh language and Welsh culture.

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

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

Summary

Children communicate very confidently as their wishes are considered fully. They feel happy and are given excellent opportunities for their age and development. Children are independent and do various things for themselves confidently.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks effectively and understand their responsibilities to safeguard children. They are excellent role models as well as being very active, promoting the Welsh language and building the confidence and self-esteem of the children in their care at all times.

Leaders implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain clear risk assessments and the building's safety equipment is in place. They provide a good range of resources and ensure children can access them.

The leaders of Clwb Cŵl Pitian Patian provide clear policies and understand regulatory requirements and the National Minimum Standards. They support their staff very well and ensure they are given appropriate training for their roles. They have effective partnerships with a number of local schools and parents are supportive of the setting.

Well-being Excellent

The children's voice is a strong factor. Children communicate confidently as their wishes and needs are considered. They are given a range of opportunities to make choices and are comfortable asking for specific resources. They love being at the setting and express their enjoyment. On arrival, they plan what to do following snack time. For example, children choose their activities, and they are given the freedom to focus on one activity or move from one area to the next, such as craft work, relaxing on the sofa with a digital tablet or role-play.

Children feel safe and happy. They are enthusiastic and active when they arrive and are very content. They talk confidently and explain on which days they attend the setting and what they like about it. Children said they enjoy seeing friends, spending time with the staff and relaxing after school. They have a sense of belonging and have developed very good relationships. They are very familiar with the routines at the setting.

The interaction between children and staff is consistent and warm, with many of them communicating confidently. As the children arrive at the setting from a number of local schools, they greet each other in a sincere and excited manner. They share their news and join friendship groups eagerly. Many children play with others energetically and laugh excitedly whilst working and chatting together. For example, whilst sitting on the floor to build a train track, a group of children take their time to discuss, agree, problem solve and work together to create a track with bridges. At one of the tables, a group is creating a game and discussing rules and ideas, waiting their turn and having fun. They are given a lot of freedom to explore the environment, and they show respect towards property and towards each other on a consistent basis. Children are very polite towards staff and each other and greet each other with "prynhawn da," (*good afternoon*) as well as responding to staff questions with "do diolch," (*yes, thank you*) "yndan diolch," (*yes, thank you*) and "diolch yn fawr" (*thank you very much*). They follow rules that affect them and others. For example, washing their hands before snack time and tidying up. Children are very comfortable in the company of visitors.

Children enjoy their play and are aware of the resources that are available and their ability to use computers and ICT equipment, as well as other resources. As the children choose independently, this leads to a good sense of achievement and enjoyment. Children are under no pressure to complete specific activities. Whilst children play and explore, they chat, contribute and listen to staff and other children's stories, such as preparations for Christmas and school shows. We saw young children enjoy playing with the dolls house, whilst the older children practised on a football table.

Children are given beneficial and appropriate opportunities for their age and development which enable them to follow their own interests. They are supported to think about what they are doing. Children are independent and do things for themselves confidently. For

example, sorting their bags and coats, eating, washing and drying their hands and using the toilet. They can express opinion, ask questions and offer their own ideas.

Care and Development — Excellent

Staff are experienced and understand the policies and implement them consistently. They promote healthy lifestyles, physical activities, safety and the children's personal well-being. Staff manage risks continuously and effectively, and are aware of their own safety and the children's safety. We saw staff follow hygiene procedures clearly, such as washing their hands before preparing and serving snacks, as well as reminding the children to follow the same procedures. Safeguarding is prioritised and staff have a detailed understanding of their responsibilities to protect children. They have completed appropriate child safeguarding training and they have clear posters and information within the setting which promote their practices. Staff work together effectively and communicate regularly to safeguard children. For example, the club's collection and transport arrangements for children are clearly communicated to ensure that staffing levels are correct. Staff know the children very well and are aware of their individual needs. They are familiar with their duties and the setting's practices to safeguard and care for every child. For example, the person in charge explained the care procedures for children with allergies and we saw that clear information was displayed. As a result, the setting's cook prepares individual plates of food for children, which are covered and labelled with their names, ensuring full safety. Staff wear aprons and encourage children to throw any waste into the food bin, so that they are aware of the values of sustainability.

Staff respond to children's requests and talk, question and interact with them in a warm and consistent manner. They are kind, caring and sensitive to the needs and experiences of individual children. Staff are excellent role models and establish firm practices to develop children's understanding of good and consistent behaviours. They move around the setting continuously to support children and sit at tables or on the floor to play. The level of communication between the staff and children shows strong evidence that children are happy, comfortable and feel at home in the staff's company. Staff have clearly developed close relationships with children and enjoy listening to stories about their day and praise them for their successes.

Staff are experienced and knowledgeable. They have a good understanding of child development and how this affects their learning experiences. They also promote diversity and encourage children to understand their rights. When supporting children in their activities, such as drawing, games, technical work and role-play, they offer freedom and independence. By following the children's interests, they build each child's confidence and self-esteem. The setting celebrates its Welshness and staff promote the Welsh language by communicating with children in a skilful and confident manner.

Environment — Good

The setting's leaders provide effective measures and policies to ensure that everyone is aware of their responsibilities regarding children's safety and welfare. They provide a quality environment that is secure and well-maintained, both indoors and outdoors. The setting has a specific entrance for the club that offers a sheltered outdoor space to hold confidential conversations with parents, as well as an entrance full of regulatory and current information. This area is secure and kept locked at all times, and provides opportunities for children to arrange their personal property, such as coats, bags and school resources. Leaders maintain purposeful risk assessments as well as clear fire risk assessments and an evacuation plan and these are reviewed annually. We saw evidence that the building's safety certificates and equipment are in place. Those responsible for running the setting manage numbers and staff to children ratios accurately and supervise the children well. They maintain a daily register where children and staff are signed in and out of the setting accurately. The entire site offers a good level of security and as a result, children have the freedom to move around the setting's designated areas independently. Leaders have a sign-in system for when visitors arrive at the setting, and they store the paperwork securely to ensure confidentiality.

Leaders offer a friendly and welcoming indoor environment that is designed and prepared specifically for the purpose of the setting. They ensure that the indoor area provides a stimulating and exciting environment for playing and independence as well as extending the children's skills. For example, they offer creative play areas for children to enjoy art opportunities, an area to promote technology skills and an area to develop the children's competitive and role-play skills. Leaders offer toilet facilities nearby that allow children to be completely independent without having to leave the indoor area. There is also a kitchen to prepare snacks and cooking activities. Children were not seen playing outside on the day of the visit due to bad weather, but leaders offer interesting and safe areas within the setting's enclosed outdoor area.

Leaders provide a range of good resources to stimulate the children's curiosity. For example, shelves full of games for every age, units full of creative resources, role-play resources, storage boxes full of transport resources such as train tracks, small world, and building blocks, a football table, piano, and a range of technical resources. Leaders ensure children can access them freely. They also ensure that children are given opportunities to celebrate their identity and community as well as learn about multicultural aspects. For example, we saw displays of the children's work. Leaders also arrange various visits for the children, such as visits to the local cinema, parks and library.

Leadership and Management — Good

The leaders of Clwb Cŵl Pitian Patian, as well as the person in charge, have a strong vision for this setting, and they share this with others. They offer a detailed statement of purpose that was updated during this inspection, which now reflects the setting's arrangements. They offer a comprehensive file of clear policies that meet the National Minimum Standards. Leaders are knowledgeable about their regulatory responsibilities and are well-organised in reviewing policies, certificates, information and records regularly. Leaders and the person in charge maintain paperwork, such as children's files, records and daily transport arrangements, as well as registers. They follow procedures regarding medication and accidents and keep accurate records by completing documentation and communicating information to parents efficiently. Leaders and the person in charge ensure they obtain consent from parents and carers for every aspect of the children's care. They maintain current documents for every car that is used to transport children, such as insurance and appropriate evidence of servicing.

Leaders present an annual quality of care review and consider the opinions of those who use the setting. As a result, they work continuously to develop and improve.

Leaders and the person in charge have established a team of staff who collaborate closely and effectively. Staff said that they love working at the setting and enjoy their experiences with children at the setting. They ensure that regular training is provided to staff and all mandatory certificates are in place. Staff also are given opportunities to complete additional training and we saw evidence of Prevent certificates. Staff said that they can raise issues easily and that their individual requirements are considered. Leaders ensure that staff recruitment procedures are sound and that all staff receive an annual appraisal. They continue to develop their arrangements for staff supervision and we saw this process in action.

Leaders and the person in charge ensure that children are given very good care. They have established good partnerships with a number of local schools and offer a reliable and safe transport service. Parents are supportive and praise the setting highly. We saw clear examples of very good relationships and clear communication. Leaders offer a QR code for parents that links to all the setting's policies and procedures. Children are delighted on arrival at the setting and enjoy being a part of the club and spending time with others. Children said that they enjoy colouring, singing, dancing, using the computers and sitting on the sofa. Children also said that they enjoy a variety of good experiences unique to the area, especially during school holidays. For example, a trip to collect strawberries, a trip to visit a local baker and a visit to a slate museum.

Summary of non-compliance	
Status	**What each one 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 it will be followed up at the next inspection.

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 will highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
Standard 13 (Day Care) - Suitable Person	Ensure arrangements for regular and purposeful supervisions are embedded in practice.

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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Date Published 21/03/2025