Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Teigrod Terrig After School Club

Teigrod Terrig After School Club
Ysgol Terrig
Treuddyn
Mold
CH7 4LN



Date Inspection Completed

02/11/2022

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About Teigrod Terrig After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Teigrod Terrig
Registered places	32
Language of the service	Both
Previous Care Inspectorate Wales inspection	Manual Insert] 18 January 2018
Is this a Flying Start service?	
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	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy and busy. They are listened to and respected. They feel safe and confidently play alongside each other making up imaginative games together. They interact well and enjoy their play and learning. Children are independent and have good opportunities to develop different skills.

Staff keep children safe and healthy. They manage interactions well and promote children's play, learning and development and meet their individual needs effectively. Staff plan different activities suiting the children's interests.

People who run the setting provide a suitable environment for children's play and learning. They ensure children are well cared for in a supportive and comfortable environment, which considers children's interests and their individual needs.

People who run the setting have procedures to keep children safe and secure and staff spoken to understand and follow the service's safety procedures. People who run the setting offer staff support in their roles and are committed to improving practices for children's benefit. There are strong partnerships with parents, reflecting how pleased parents are with the service. An effective transition and good working relationship with the school, sharing resources, ensures children are happy and settle quickly.

Well-being Good

Children readily choose what they want to play with and enjoy exploring in the forest school. They chat together and sit alongside staff to talk about homes and families. Children decide where they want to sit to have their lunch and staff respect their choices, showing children have a voice and are listened to.

Children are settled and they have positive relationships with staff whom they readily go to for support and reassurance or to proudly show their achievements. They confidently show us what they are doing and demonstrate their climbing and balancing skills. They eagerly show us new flavours of crisps with their lunch and invite us to try one. Children happily approach staff for help and informal chats. They told us they enjoy coming to the setting and the activities.

Children interact well with each other. They play imaginatively together. They co-operate well with adults and are keen to join in with a painting activity, mixing colours on a large scale with enthusiasm. Children share equipment readily and are making friends with children from another school who joined them just for the summer.

Children are active and learn through play. There are plenty of smiles and good humour when they play together. They laugh loudly at each other's antics on the climbing frame outdoors whilst others are keen to show off their gymnastic skills. They make up imaginary games together with no one left out who wants to join in. Others are happy to play electronic games with friends, keenly watching the action and making comments to try to improve their friends' scores.

Children have good opportunities to become independent, they are encouraged to explore and test themselves seeing how high they can climb safely on the apparatus. Children feel at home with the daily routine, and they enjoy being at the setting. They are happy to be with friends and keen to show what food they have brought for lunch. They develop effective baking skills as they make pizza to take home.

Care and Development — Good

Staff have a good understanding of how to keep the children safe and healthy. They know what to do if they have safeguarding concerns about a child. Staff allow plenty of time to speak to parents at the end of the session to continue to meet the children's individual needs. Staff have a good understanding of a healthy diet and provide nutritious snacks for the children. They ensure children's records are completed including any health needs. A register detailed attendance and accidents and minor injuries to the children were noted and brought to parents' attention. Risk assessments including those for walks are followed which show staff are aware of how to keep the children safe.

Staff are consistent when giving positive praise to children, for example for sharing or completing a gymnastic cartwheel. Staff are good role models and make time to talk with children answering their questions effectively. Staff were calm and sensitive with the children. They used quiet voices and made sure all the children understood, reminding them of simple rules such as not to run round in the hall.

Staff work very well together. They know the children and are able to provide a good level of care for them. Staff knew instinctively when to stand back and allow children to play on their own and when to join in with the fun. They plan interesting activities for the holidays with visits to the local farm where the children enjoy a milkshake. Staff provide good opportunities for children to develop their skills outdoors at their own pace such as balancing and climbing. They promote children's play, learning and development and meet their individual needs effectively.

Environment — Good

People who run the setting ensure the environment is secure, clean and well maintained, and provides a safe and comfortable place for children to relax and learn through different experiences. Doors are locked and visitors asked to sign in to keep children safe. Regular fire drills show staff and children know how to safely evacuate the premises in an emergency. People who run the setting ensure staff understand their role and responsibilities and they supervise children well during activities both indoors and out.

People who run the setting provide a highly suitable environment for children's play and learning. There are nearby toilets for the children to use and they can share some of the school's excellent outdoor resources such as the wooden play apparatus and the large forest school area which has a stage and several huts and dens. Children are well cared for in a supportive environment, which considers their interests and individual needs. A good range of resources is accessible indoors allowing children to develop their play by selecting their own toys and equipment.

People who run the setting ensure children have access to a range of resources and equipment which are of good quality, natural and recycled which suit the children's needs and ideas perfectly. There are ample resources such as toys, paper and craft and food items ensuring there is the equipment to provide interesting activities for children, which the staff frequently join.

Leadership and Management — Good

People who run the setting manage it well. They are experienced and have knowledge about current childcare practices. The statement of purpose is clear and sets out what the setting provides. This helps parents make an informed choice about the kind of childcare they need. Policies and procedures are updated, which ensures staff are familiar with current processes. Daily records are maintained, including those which require signing by parents.

People who run the setting are continually improving the provision. They know their service well and monitor and evaluate what happens. The views of parents and children are considered and areas for improvement are identified and actioned.

People who run the setting ensure the recruitment of staff is robust. All the checks are in place to evidence the staff are suitable to work with children including current DBS checks. Appraisals are meaningful and include future development and training. The staff spoken to were friendly and said they were happy and enjoyed coming to the club. They worked well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. This means children enjoy care provided by relaxed staff.

People who run the setting have positive relationships with parents which contribute to the well-being of children. There is good communication with parents, they have time to chat daily about their children. The service is based in the school hall and shares some areas both indoor and outdoor. Children benefit from the local community by walks to places of interest during the holidays such as the local farm where they see piglets, have a milkshake and are given a pumpkin each.

Recommendations to meet with the National Minimum Standards

None

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

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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