Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Carco Trelyn

Ysgol Gymraeg Trelyn
Commercial Street
Pengam, Blackwood
Caerphilly
NP12 3ST

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

25/01/2022

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About Clwb Carco Trelyn

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Menter Iaith Sir Caerffili
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	24 January 2017
Is this a Flying Start service?	No
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 needs of people /children who use the service.

Summary

The setting is child centred with a strong emphasis upon children directing their own play and learning. Children settle well, are happy and they look forward to attending. Their opinions and interests are highly valued. Children receive stimulating opportunities and make many choices about how to spend their time at the setting. They interact well with their friends and staff, and make good progress in all aspects of their learning and development. Children receive warm and responsive care.

Staff have a good understanding of how to keep children safe and healthy. They have implemented new policies and procedures in response to Covid-19 effectively. Staff are professional and enthusiastic about their role, and provide safe and nurturing care. They plan for a wide and interesting variety of activities, which promote curiosity, play and learning. Staff keep good records of children's progress.

The environment is clean, welcoming and well organised to support children's play and learning. A good range of indoor and outdoor resources promotes their all-round development.

People who run the setting provide valuable support to staff. They encourage staff to develop in their role and complete additional training. All required policies and procedures are in place but these need attention to bring them up to date. Parents are complimentary of the setting and speak highly of the staff and the care their children receive.

Well-being

Children choose their activities freely and understand they will receive help or support if they ask. They know what to expect during the sessions and the daily routines are familiar to them. For example, children sit down in anticipation of circle time which they look forward to. This provides certainty to their day and helps children settle easily. They are encouraged to voice their preferences and their opinions during circle time and receive support to participate and express themselves. Children feel confident and develop good self-esteem, showing satisfaction with the wide range of good play and learning resources available to them.

Children are settled, content and valued. They are beginning to develop friendships in line with their age and stage of development. All the children attend the same school which is on site and clearly enjoy the continuity of meeting their friends in a separate setting. Children have clear bonds of affection with staff who understand their needs and provide consistent care. They are confident they can approach staff for reassurance as needed. One child who was tired and sleepy received close attention from a member of staff who stayed with the child to provide comfort and support as needed. Younger children in the wraparound service are starting to share and enjoy activities together. They talk about their activities freely and happily share information about their interests.

Children have good opportunities for imaginative play and enjoy sharing a range of role-play activities such as making food and drinks in the home corner and using a variety of building and construction materials. Children have regular exercise and fresh air and enjoy the time they spend outdoors, engaged in active play. They look forward to playing outside in a well-resourced school yard. Messy play activities with paint and water provide children with opportunities to be creative and have fun. Children were keen to show us the pictures they coloured of Mr Urdd.

Most children are developing independence skills appropriate to their age and ability. They wash their hands as needed and understand the routine of tidying when activities change. Children find their own belongings and clear away after eating. Most children use the toilet facilities independently, asking for help if needed. They enjoy the sense of achievement from completing these tasks. Nearly all children understand the need to comply with the rules for socially acceptable behaviour and show kindness and respect to others.

Care and Development

Staff have good systems in place to keep children safe and healthy. Safeguarding procedures are thorough and promote the welfare of children. Staff understand their roles and responsibilities to be vigilant and are clear about the processes to follow to deal with

any concerns. Staff receive regular safeguarding training and keep up to date with all relevant information. Staff keep a record of children's existing injuries and these are regularly reviewed as part of the safeguarding audit. Both the school and the setting organises regular fire drill practices and staff ensure children know how to leave the building safely. Staff record accidents and incidents in detail and they are evaluated by the person in charge. Almost all staff have attended paediatric first aid training and are confident to deal with minor injuries. Information relating to children's allergies is in place and accessible to all staff. Any changes are shared by parents and records are updated.

Staff interact in a kind and caring manner with the children. They have up to date knowledge of play work principles and their expectations of children are realistic and informed by individual need. They are consistent in their approach and mindful of the age and stage of development of children when managing behaviour issues. Staff use soft tones to distract children who are frustrated or upset and praise children for their efforts. Staff act as positive role models and manage all interactions appropriately. Staff sit with children during snack time and activities and engage them in conversations. This develops trust and relationships and promotes children's self-confidence. Staff know children well and are sensitive to the needs and experiences of individual children. Staff promote open discussion and value children's participation in decisions about how the club runs.

Staff support children's learning and development effectively and facilitate a good variety of recreational and leisure activities. Staff use observations to track the progress of children attending the wraparound service and plan activities to meet specific outcomes. Staff do not regularly make records of children's views and preferences. This could be helpful to ensure the children have a role in determining the content of their play by following their own ideas and interests. Staff ensure parents are informed about their child's progress, achievements and developments. The Welsh language is used throughout the sessions by all staff and children use Welsh confidently.

Environment

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. The setting is located in a demountable classroom in the yard of Ysgol Gymraeg Trelyn. All facilities are welcoming, accessible and well maintained. Staff complete daily safety checks to identify and eliminate any risks to children's safety. People who run the service take a register of children attending and during the inspection started the process of recording exact times of children's arrivals and departures. They monitor signing in and out of the service and ensure staff ratios are maintained or exceeded at all times. There are risk assessments in place for all areas of the setting which include fire safety, Covid 19 and all children's activities. These are reviewed and updated at regular intervals by the person in charge and staff carry out daily checks. People who run the service keep records of all visitors to the setting, although during the Covid 19 pandemic non-essential visitors do not enter the building. The school authorities are responsible for all maintenance and servicing of utilities and share information with the setting.

People who run the service ensure the environment is clean and safe. Staff employed by the local authority undertake a thorough clean of the premises each day. Staff working at the setting carry out sanitising and cleaning duties as needed throughout the sessions. The setting is welcoming and provides light and bright areas for children to explore. There is a good range of quality resources and a rich environment for play and learning. Children are able to access all equipment easily, which supports their independence. Equipment and resources are plentiful and are appropriate for the stage of development of all the children, promoting curiosity and discovery. Toilet facilities are easily accessed by children and are clean and fresh. There is a kitchen area with a gate which prevents children from entering.

People who run the service ensure all children have regular opportunities for outdoor play. This area is fenced and children who attend the setting do not leave the yard unattended. The space is inviting and offers children very good opportunities for active play. There are a number of large containers with plants and spring bulbs planted by children who are looking forward to the flowers growing. The outdoor area is very well resourced. Children were very keen to ride the bikes and cars around the yard and also to use the climbing equipment. People who run the service ensure children are well supervised when playing outside.

Leadership and Management

People who run the service are skilled and experienced and mostly manage the service effectively in line with the regulations and National Minimum Standards. The statement of purpose was updated during the inspection and provides an accurate picture of how the service runs. The responsible individual keeps in regular contact with the setting and provides good support to the person in charge and her team to ensure children's needs are well met at all times.

People who run the service work hard to promote safe practices and set clear aims to meet children's needs. The staff team are enthusiastic and motivated and enjoy their work. The service employs people who work with children in the school and some individuals are longstanding members of staff. This provides a sense of continuity for children. Appropriate checks to ensure all staff are suitable to work with children are carried out before they take up their post. All the required information to evidence staff suitability is in place. There are enough qualified and experienced staff to make sure children are well cared for at all times. The required policies and procedures are in place, a number of which require reviewing and updating. The responsible individual began this process during the inspection. All staff receive individual supervision sessions with the person in charge. This process supports their professional development and provides an opportunity to discuss any issues of concern.

People who run the service are keen to continually improve the quality of the service and there is an action plan outlining work planned. This forms part of the annual quality of care report. They are receptive to receiving feedback and act upon issues which are brought to their attention without delay. There is a complaints procedure in place although no complaints have been received. Partnerships with parents are close and parents told us they are happy with the quality of the service and are confident to discuss any issues with staff. There are very good relationships with the school who work in partnership with the setting.

Recommendations to meet with the National Minimum Standards

R1. To ensure all policies are updated regularly and include the date of any changes.

R2. To make formal records of children's views and preferences.

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	N/A

	inspection	

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