Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tons of Fun Ton-Yr-Ywen Primary School

Ton-Yr-Ywen Primary School
Maes-Y-Coed Road
Heath
Cardiff
CF14 4HG



Date Inspection Completed

11/10/2024

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About Tons of Fun Ton-Yr-Ywen Primary School

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Tons of Fun Ton-Yr-Ywen
Registered places	80
Language of the service	English
Previous Care Inspectorate Wales inspection	11 October 2024
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

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

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

Summary

Children are happy and settled at the setting. They take part in a variety of interesting play and learning experiences. Children interact positively with their friends and have fun playing together. They have opportunities to develop their independence.

Staff understand how to keep children safe and healthy. They manage interactions in a positive manner. Staff know children well and ensure children's individual needs are supported. They organise a variety of interesting activities in response to children's interests.

People who run the setting ensure children are cared for in a good environment. They make beneficial use of the indoor and outdoor areas to provide interesting play and experiences for the ages of the children that attend. People who run the setting provide toys, resources and equipment that are age appropriate and of good quality.

People who run the setting manage the setting appropriately. They make improvements where necessary to benefit the children in their care. People running the setting have developed positive partnerships with parents and carers.

Well-being — Good

Children can make plenty of choices about how they spend their time at the setting. They choose freely from the range of activities and resources set out for them. Children are confident to talk to staff and express themselves well. For example, they confidently approach staff to ask them for help with activities such as dressing the dolls. Children have some input into the planning of activities.

Children are happy, settled and comfortable at the setting. Most children arrive happy from school and settle quickly. They follow a familiar routine arriving at the setting, happily chatting to staff. Children are familiar with the setting's routines. For example, before snack time, children know they need to wash their hands. Children are familiar with their surroundings as they all attend the school, and most children attend the after-school club regularly. Children that are new to the setting settle in quickly and feel welcomed.

Children interact and behave well. They continue existing school friendships and make new ones at the setting as they meet children from other age groups and classes. Children play together in pairs or groups and happily share and take turns. For example, older children set up a game of football and include the younger children who want to play. There is a constant buzz as children chat and play co-operatively together. Children tell us they value the opportunity to make new friends outside of school time.

Children are happy and express their enjoyment and enthusiasm for the setting. They tell us that they enjoy playing outside, the craft activities and the snack on offer. Children choose from a good range of activities and resources which are stimulating and interesting. Most children spend long periods engaged in the activities they choose. For example, we saw older children absorbed in a card game together, whilst others enjoyed drawing pictures, and some played with craft materials making bracelets.

Children are developing independence skills appropriate to their age and ability within the opportunities available. For example, they take responsibility for their own belongings, such as their coats and bags. Children understand daily routines and many help tidy, without being prompted, when activities finish. Children's independence is promoted. For instance, as they help to prepare food at snack time.

Care and Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe and to protect children. They understand their duty to report any concerns they may have about children. However, not all staff have received prevent duty training and prevent duty is not detailed in the safeguarding policy they follow. Staff record children's accidents and incidents and ensure that they inform parents and carers of these. They also record children's arrival and departure times as part of their wider safeguarding procedures. Staff follow the medication policy and keep records for permission and administration of medication. The record form was reviewed during the inspection to ensure the last dose administered to a child is recorded. Staff promote healthy lifestyles by ensuring children have access to daily exercise. For example, children have opportunities to play outside as much as possible. Staff encourage and remind children to wash their hands helping them to develop their personal hygiene practice effectively. They provide healthy snacks and fresh drinking water.

Staff are consistently warm, patient and kind in their interactions with children. Their responsive approach means children feel comfortable and relaxed. Staff are positive and have fun with children, joining in with their play when invited. Many staff are experienced and have a good understanding of children's development and interests. They know children well and there is an easy relaxed manner between staff and children.

Staff know children and their individual needs well. The majority of staff naturally extend the play and learning of children through chatting to them about what they are doing. Staff plan some adult led activities for the week. They are responsive to the children and support them in following their interests. Staff use some incidental Welsh with the children, but this is inconsistent. Staff know children and their individual needs well. They support children with additional learning needs appropriately and staff ensure all children receive care which meets their needs.

Environment Good

People who run the setting have systems and procedures in place to ensure the environment is safe and clean. They have risk assessments in place, and these inform the daily checklists which staff complete to ensure the environment is safe and suitable for children. Visitors are required to sign in at the school and again at the setting to register their attendance. Staff also sign in at the school and people who run the setting have access to the school's records. During the inspection a separate record for staff attendance was reinstated to ensure the setting always maintains their own records. People who run the setting ensure fire evacuation procedures are in place. However, they do not complete drills regular enough to include all children that attend the setting during all the sessions offered. The people who run the setting make sure infection control procedures are in place. We discussed the use of the Public Health Wales infection control audit tool during the course of the inspection to support them in the future. They work with the school to ensure that relevant safety checks documentation is made available and subsequently reviewed by the people who run the setting.

The setting is based in a primary school. People who run the setting provide care from the two main halls in the school most of the time. They work with the school to provide the service from suitable rooms when events take place in the school halls. People who run the setting ensure changes in arrangements are communicated with parents and carers in advance. They provide good facilities for the number and ages of children that currently attend. People who run the setting organise play areas well with good quality toys, resources, and furniture appropriate for the ages cared for in each area. They ensure children have free flow access to the outside play area.

People who run the setting provide equipment and resources that are appropriate for the age and stages of children's development. They rotate these resources to meet the needs and interests of the children attending. There are opportunities for children to develop their physical skills in the spacious outdoor play area. For example, balancing on the wooden trail or developing ball and co-ordinations skills using balls and catching equipment.

Leadership and Management — Adequate

People who run the setting are committed to providing an after-school club which serves the families who attend the school and where children feel happy, safe, and valued. The statement of purpose was updated during the inspection to ensure it fully complies with the requirements of the national minimum standards and to accurately reflect the running of the setting. Most policies and procedures are suitable but not all have been regularly reviewed and updated to contain reference to current Welsh legislation and guidance. For example, relevant policies do not reference the additional learning needs act Wales and healthcare policies do not reference the correct procedures for reporting communicable disease in Wales. We discussed with the responsible individual examples of where policies needed to be updated.

People who run the setting complete an annual quality of care review and share the report with CIW, parents and carers. In their report, people who run the setting reflect on the service they provide, identifying areas of strengths and improvements. They consider the views of staff, parents and carers and children when evaluating the service. There have been recent changes in the committee who are the providers of the service. The responsible individual, who is also the person in charge, works closely with the committee and the school to ensure the best outcomes for children. The people who run the setting have fully engaged with the inspection process as a way to improve quality.

People who run the setting allocate roles and responsibilities between the staff and ensure staffing ratios are met to meet the needs of children. There is a happy ethos in the setting and staff feel supported in their role by the people who run the setting. For example, the responsible individual makes sure staff are provided with the support they need to complete their professional development and training. They ensure staff appraisals are completed annually. Staff tell us they are happy working at the setting and there is an open-door policy if they have any concerns or issues to raise. However, there is no formal regular supervision for staff in order to monitor and address staff's performance and progress against agreed developmental targets. The people who run the setting have a safer recruitment policy and procedure in place. However, this has not always been followed and they have not ensured all the required information has been gathered in all staff employment files. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting have established very positive relationships with parents and carers. Feedback from parents and carers indicated how much their children enjoy attending and how the setting has been a valuable support to them. Parents and carers are very complimentary about the setting and the care their children receive. All parents and carers who provided feedback said their children enjoyed attending.

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.

Area(s) for Improvement		
Regulation	Summary	Status
28	The responsible individual must ensure all required information has been collated in the staff	New

	employment files to ensure the person's suitability in their role for caring and safeguarding children.	

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 highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
Standard 20 - Child protection	Review the safeguarding policy to ensure it includes details of prevent duty and staff receive the relevant training.
Standard 24 - Safety	Ensure fire drills are carried out and recoded at least every 6 months, recognising that children benefit from more frequent practice
Standard 13 (Day Care) - Suitable Person	Ensure all staff receive formal one-to-one supervision which encourages them to think about the quality of their practice.
Standard 18 - Quality assurance	Review policies at least annually and ensure they include reference to current Welsh legislation and guidance.

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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