Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cynllun Gofal Melin Gruffydd

Ysgol Gymraeg Melin Gruffydd
Glan y Nant Road
Yr Eglwys Newydd
Caerdydd
CF14 1AP

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh.



Date Inspection Completed

04/04/2024

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About Cynllun Gofal Melin Gruffydd

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Menter Caerdydd
Registered places	55
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	23 August 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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 have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They benefit from good play experiences and have plentiful opportunities to develop their independence.

Staff are professional motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's play effectively through a range of planned activities and opportunities.

The environment is secure, clean, and well maintained. A range of equipment and resources both indoors and outdoors promote children's play. People who run the setting have thoughtfully designed the layout of activities and resources to ensure they are accessible to all who attend.

Leadership and management of the service has greatly improved. The new Responsible Individual (RI), along with the person in charge (PiC), has put new measures in place to ensure the service is fully compliant with The Child Minding and Day Care (Wales) Regulations 2010. All Priority Action Notices (PANs) and Areas for Improvement (AFIs) from the previous inspection have been achieved.

Well-being Good

Children have many opportunities to make decisions about how they spend their time at the setting. They choose what to play with and can make choices throughout the day. For example, we saw children choosing between a variety of exciting activities on offer to them, including face painting and Easter craft. Children of all ages express themselves confidently. They know staff listen to their needs and wants and show an interest in their play. For example, we saw children voting on which outdoor play area they would access on the day of the inspection. Children's voices are strong at the setting. Their interests are considered when planning future activities. Children are happy, settled, confident and enjoy attending the setting. We saw children confidently asking for help and support. They eagerly invite staff into their play and smile happily as they chat to them. Children are familiar with the routines which adds to their sense of safety and belonging. For example, we saw children eagerly putting on their coats to play outdoors, once they had finished their snack.

Children play well alongside each other. We saw children pushing each other on a small board with wheels, while laughing. Children are building friendships, and we saw them chatting happily to each other at lunch time and in a quiet area during free play. They show respect for people and take care of equipment and resources around the service.

Children are highly motivated and engaged in their play. They enjoy a good range of interesting opportunities. For example, we saw children adding their names to a list to wait their turn on the computer games, we saw children cooperating to build a tower of blocks and children happily playing alongside their friends on the soft play apparatus. There is a good balance between child led and adult led activities. Children have many opportunities to initiate their own play.

Children have plentiful opportunities to develop their independence skills. We saw younger children encouraged to put on their own shoes in readiness for outdoor play. Children of all ages independently access the toilet facilities and wash their hands.

Care and Development — Good

Staff have a good understanding of how to keep children safe and healthy. They have up to date mandatory training including paediatric first aid, food hygiene and safeguarding. An AFI, issued at the last inspection, relating to staff holding valid paediatric first aid certificates has been achieved and is now closed down. People who run the setting prioritise safeguarding and ensure staff's knowledge is regularly tested and refreshed. They have a good understanding of their responsibilities to protect children. Health and hygiene are promoted at the setting. Staff ensure that the contents of children's lunch boxes, provided from home, are healthy. People who run the setting have put systems in place to safely manage allergies and intolerances. Staff record accidents and incidents well and share this information with parents. Staff are clear on the policies and procedures at the setting and follow these closely.

Staff manage interactions and behaviour at the setting well. They show warmth, patience and kindness towards children. We heard staff encouraging children regularly with positive and caring phrases such as "*da iawn, ti*" ("*well done, you*") and "*bydd yn ofalus, mae hi'n uchel*" ("*be careful, it's high*"). Staff also gently remind children to share, take turns and be gentle when playing. Staff are nurturing, sensitive, and alert to the needs of all children in their care. Staff role model positive communication to children and promote a positive, calm, cheery atmosphere with plenty of laughter and smiles.

Staff facilitate children's play and ensure there are resources available to them throughout the day. Staff are enthusiastic and ensure children are happy at all times. Staff naturally join children in their play throughout the day by chatting to them about what they are doing and about things that interest them. Staff know children well and naturally adjust the care they give to suit each child. They ensure children have daily to play and learn outdoors.

Environment — Good

The holiday club is located within the main hall of a primary school. They have access to the main hall, toilets, staff room and large outdoor areas. The environment is secure, attractive and provides spacious accommodation for children's activities. The main door which leads into the street is locked and access is granted by a member of staff. Visitors sign in and out on entry and exit of the building. Parents sign their children in and out of the session with times of arrival and departure noted. Leaders have ample risk assessments in place that identify and eliminate, as far as possible, risks to children, staff, and visitors' safety. Fire drill evacuations are carried out at regular intervals. An AFI issued at the last inspection in respect of this has now been achieved and closed down. However, there is some information missing from the fire drill logs including the time taken to evacuate and the number of children and adults presents during the drills.

The environment is welcoming and well-maintained. The main hall is well-resourced with resources such as board games, arts and crafts, computer games and space for children to relax. Outdoors, children benefit from a large, open space. They have access to a selection of resources to develop their gross motor skills. For example, scooters, ball games, cars, and a space for children to relax and be around nature.

There is a suitable range of toys and resources that meet the needs and varying ages of the children who attend. Children access resources independently because they are stored in an accessible way, meaning children of all ages can access them. Furniture for children to sit on during the session is low-level and suitable for all children who attend.

Leadership and Management — Good

People who run the service have made significant improvements to the way it operates. Since the last inspection, there is a new RI in place. They have a vision to make further improvements at the service. They place emphasis on creating a warm and caring service for children. The warmth and energy of vision within the leadership is shared with staff, giving a consistently positive feel across the setting. There is a clear and up to date statement of purpose which reflects how the service currently operates. There are clear policies and procedures in place which are regularly reviewed. People who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from parents, children and staff and thoroughly reflect on practice to produce a quality of care report annually. They have fully engaged in the inspection process to improve quality. The RI regularly notifies Care Inspectorate Wales (CIW) of any changes to the service. For example, significant events, updates to staff lists and the statement of purpose and they have recently completed the assessment of the service (SASS). An AFI issued at the last inspection in respect of this has been achieved and is now closed.

People who run the setting keep staff files up to date and undertake all relevant checks to ensure staff are suitable to work with children. There are systems in place to ensure staff receive regular supervision and appraisals. However, there are no dates recorded when supervision and appraisal meetings are held. Two PANs issued at the last inspection in relation to staff files and staff supervisions and appraisals have been achieved and are now closed down. Staff we spoke to told us how happy and supported they felt. Working relationships between the person in charge and the responsible individual are consistently strong and supportive and there is regular and effective communication.

People who run the setting and staff have established positive relationships with parents and carers. They have also established very beneficial partnerships with outside agencies, seeking to work together to provide quality care for children. For example, they have developed a strong working relationship with the primary school where they are located.

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
28	The Responsible Individual must always ensure all required suitability checks on staff employed have been carried out prior to their appointment at the setting. The Responsible Individual must be satisfied that staff employed have the appropriate qualifications and skills and are suitable to work with children.	Achieved
29	The Responsible Individual must ensure that staff receive regular supervisions and appraisals. They must also ensure that staff are given opportunities to gain mandatory training qualifications, to best support them in their roles.	Achieved

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
31	The Responsible Individual must inform CIW of any significant events within the appropriate time scales.	Achieved
38	The Registered Person must ensure they take sufficient action to protect people against the risk of fire. Adequate safety precautions must be in place and followed routinely.	Achieved
24	The Responsible Individual must ensure the relevant number of staff hold valid paediatric first aid qualifications to ensure they have the knowledge and skills to respond appropriately to any incident requiring first aid intervention.	Achieved

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure additional information is added to the fire drill logs.
Ensure that dates are recorded on paperwork to document exactly when supervisions and appraisals are carried out.

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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