Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Plant Bodafon

Ysgol Bodafon
Bodafon Road
Llandudno
LL30 3BA



Date Inspection Completed

07/12/2022

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About Clwb Plant Bodafon

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Clwb Plant Bodafon
Registered places	41
Language of the service	English
Previous Care Inspectorate Wales inspection	30/11/2017
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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 enjoy themselves at this setting because they are respected and busy with a range of activities. They can make choices and decisions and their interests are valued. Children feel safe, are learning to be independent and interact effectively.

Capable staff care for the children well and give children's safety high priority. They manage children's behaviour kindly, fairly and in a way children understand. They are experienced and provide interesting activities to help children develop successfully.

The environment is safe and set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are plenty of toys and games, which are in good condition, and assist with children's development.

People who run the setting are knowledgeable about current childcare practice and this ensures a good level of care for children. They make improvements to benefit children and their families. They support a team of committed staff. There are successful and strong partnerships with parents and the school, which helps children feel settled and their families supported.

Well-being Good

Children have a strong voice and can choose how they spend their time, and their interests are valued. For example, children were allowed to help themselves from the toy / games cupboard. Older children in the after-school club are asked what they would like to do, and staff plan accordingly.

Children are settled and form strong bonds with staff, and they happily approach them for help and chats. This provides consistency of care and security for the children. Parents told us their children enjoy attending the setting and some children are reluctant to leave at the end of their session. Children are confident, for example, they quickly settled into snack time or activities when coming into the after-school club.

Children interact effectively and are making friends. For example, they listen well and are happy to help staff with tasks when asked to tidy up. Children co operated with each other well when playing with construction toys on the floor. They chatted happily as they had their snack. Children are beginning to share staff time and resources, for example they took turns with the glue during craft time.

Children are interested and engaged in their play. We observed children very immersed in activities such as playing with a toy house and little people. A child completed a jig saw with a staff member and had a sense of achievement as they finished it. Children particularly enjoyed playing with the kinetic sand. They are beginning to concentrate for lengthening periods. For instance, a child played with the kinetic sand for making objects of various shapes and giving them as little gifts. Children enjoy freely chosen or adult led activities such as making a cotton wool snowman.

Children have good opportunities to do things for themselves. They choose toys and activities and put toys away after use before their snack. They are encouraged and supported to do things themselves such as going to the toilet and washing their hands.

Care and Development — Good

Staff have a good understanding of how to keep children safe and healthy. They can talk confidently about safeguarding and the correct procedures to follow should they be concerned about a child. Staff follow effective cleaning routines, and they wipe tables between activities. They provide opportunities for children to participate in regular periods of exercise outdoors. A parent told us that children are always playing outside in the Summer. Staff understand and follow the accident policy, keep records of injuries, and share them with parents. They provide healthy snacks, such as fruit and staff record which foods have been offered.

Staff are very engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem; they give them lots of praise. Staff are caring and they interact well, make time for, and talk with children and value what they say. Staff are engaged in children's play and learning as they are always with the children and supervise them well, asking them meaningful questions. They are good role models speaking politely to the children.

The staff know the children's strengths, needs, and likes well and ensure that they meet children's needs. For example, they know children's dietary requirements and adapt snacks accordingly and they purchase toys and games which the children have requested. Staff know the children and their families well as they have worked at the setting for many years. Registration forms and contracts are completed by parents giving all the necessary details. After discussion it was agreed that asking parents to provide details of children's immunisations would be helpful. The written planning of activities has recently resumed to ensure a good variety of activities is provided. A child told us enthusiastically they had been for a walk to collect leaves and they had painted them, and staff had planned craft activities. Although English is the language of the club, Welsh is used within the school as the responsible individual speaks Welsh fluently and is often present. There is Welsh labelling on all notice boards. These measures all ensure an appropriate level of the language in the club.

Environment — Good

People who run the setting are developing a good environment to enhance children's experiences. The environment is secure, clean, and well maintained, which provides a safe and comfortable place for children to relax and learn. They have identified risks and have taken steps to minimise or eliminate them. For example, staff understand the risks when taking children to play outside and ensure they are always supervised. Regular and recorded fire drills evidence that staff and children know how to safely evacuate the premises in an emergency.

People who run the setting ensure a suitable environment and provide a variety of child centred spaces where children can play and explore. They ensure staff have the equipment to provide stimulating and exciting activities for children. The setting shares space and resources with the school such as toilets and the school hall and yard. Being in a safe and familiar environment gives children a sense of security. People who run the setting and staff have put colourful and suitable artwork on display in Welsh and English, promoting the Welsh language. They provide natural resources for the children to explore, such as sand, wooden blocks, and leaves. Children have also enjoyed junk modelling such as making a skate park from old boxes and other items. This helps children to have a sense of the worth of recycling and re purposing. There is plenty of storage to keep equipment in good order, such as cupboards inside and the school loft.

The resources, toys and games are suitable, including craft materials and board games and are in good condition. There is a weekly toys cleaning checklist where it is also noted when toys are removed due to being broken. Toys are routinely checked every half term and are put aside if not used. This ensures staff are aware of new resources to purchase. We saw many new games and resources such as beads and tabletop games.

Leadership and Management — Good

People who run the setting are knowledgeable and experienced in current childcare practice. This is set out in the comprehensive Statement of Purpose. Observations during the inspection evidenced that the people who run the setting meet the needs of children and their parents. Policies and procedures are updated and shared with all staff. This ensures they are familiar with all the processes to follow. The responsible individual is school head teacher, and the setting is integral, sharing many of the school's facilities. Parents told us they are happy with the flexible arrangements offered which fit in with their needs.

People who run the setting effectively monitor and evaluate the service termly and annually. The parents have been asked for their views using questionnaires. The views of parents and children are taken seriously and strengths and areas for improvement are identified in the Annual Review of the Quality of Care. For example, paperwork improvements make contacting parents in an emergency more effective. There are plans for future improvements such as reducing the number of children registered for. This would eliminate the need for an extra manager. Also, there are plans to take the children on more outings and walks.

The recruitment of staff is robust. Staff files demonstrated that all the checks are in place to evidence the staff are suitable to work with children including current DBS checks. Annual appraisals which are meaningful include areas for future development and training. The staff spoken to said they were involved in the running of the service The staff present during the inspection, who were the regular staff, worked well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. The outcome is that children enjoy care given by relaxed and enthusiastic staff. The staff were able to speak in a leisurely manner to the parents and carers who collected their children. Parents told us staff are lovely and the children love to attend. They also told us they rate the setting as excellent.

Relationships with parents and other professionals are positive and contribute to the well-being of children as parents can tell staff what their children have particularly enjoyed. People who run the setting have effective communications with parents which reflect how important they consider partnership with the parents to be. Parents can speak with staff about the care of their child when they bring or collect them. There are very close relationships with the school and the teachers, giving children consistency in their care and enabling them to settle quickly into full time education.

Recommendations to meet with the National Minimum Standards

R1. To include a record of immunisations on the registration form which parents complete.

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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