Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Swiss Valley Out of School Club

Swiss Valley County Primary School
Heol Beili Glas
Swiss Valley
Llanelli
SA14 8DS



Date Inspection Completed

06/08/2024

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About Swiss Valley Out of School Club

Type of care provided	Children's Day Care Full Day Care
Registered Person	Nicola Williams
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	11 July 2022
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate 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 settle well, are confident and feel at home at the setting. They have plenty of choice about how they spend their time. They interact well with their friends and form positive relationships with staff. Children have some opportunities to develop their independence at the setting.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. They ensure there is a range of activities available for the children as well as good opportunities for children to follow their own interests.

People who run the setting ensure they care for children in a safe, secure, clean environment that they maintain well. The setting is equipped with a wide range of age appropriate and good quality resources that meet the needs of the children and allows them variety and choice.

People who run the setting have a clear vision, which they share with staff. There is a strong staff team who are well supported. However, staff supervisions and appraisals require improvement. People who run the setting and staff develop very good working partnerships with parents and external agencies to effectively support children in their care.

Well-being — Good

Children have numerous choices and opportunities to make decisions about how they spend their time. They choose which resources they want to play with and decide which activities they want to take part in. Children are extremely confident to communicate their thoughts and ideas, as they know staff will listen and show interest. They are confident to talk to staff and express themselves. For example, children approach staff easily to ask them for specific resources.

Children are especially settled and happy. For example, some children did not want to leave their friends when they were collected early. The children know the staff very well and have developed secure and affectionate relationships with them. These strong relationships support children to confidently make choices and participate positively in their play. One child said they looked forward to seeing their friends and the staff, whilst another told us how much they enjoyed coming to the setting.

Children develop friendships and clearly enjoy being in the company of other children. For example, siblings were proud to introduce each other to us and older children showed genuine care for the younger ones. Children play happily alongside each other or together. We saw a group of children engrossed in their play, reinventing a small world which included dolls and dinosaurs. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, one child stood up and made space for his friend to play a board game. They are encouraged to make healthy, rewarding and meaningful connections by building friendships and being kind.

Children are enthusiastic and interested in their play and learning. They thoroughly enjoy the opportunities for child led free play. For example, some children eagerly choose to make cards for family members, persevering and concentrating on their creations. Children have sufficient opportunity to use the outdoor area at set supervised times. For example, we saw children engaging in group playground games which were adult led.

Children have some opportunities to develop their independence skills. For example, children are responsible for their coats and bags and hang them up and collect them. However, there are missed opportunities to further encourage independence during mealtimes where staff fully prepare the snacks and serve the drinks. Most children access the toilet independently and are learning to practise good hand hygiene with reminders from staff. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

Care and Development — Good

Staff have a good understanding of their roles and responsibility to keep children safe. They have a clear understanding of safeguarding procedures and their own duty to report any concerns. Staff are attentive to children and supervise them well at the setting. They provide a substantial, nutritious snack which children enjoy. They ensure children sanitise their hands before eating and follow good hygiene procedures such as thoroughly wiping down tables. Staff carry out regular fire drills and there are appropriate systems in place to record accidents and incidents. Staff accurately record arrival and departure times in the daily registers of children's attendance. Since the inspection, they have amended their recording format to make staff attendance clear. All staff have suitable first aid training, which more than meets requirements. A well-stocked first aid kit is available. Staff ensure children can spend time outside every day.

Staff are warm, patient and kind in their interactions with the children. Their responsive approach means children feel comfortable and relaxed. Staff are positive and have fun with the children, joining in with their play when invited. Many staff are experienced and have a good understanding of children's varying needs and how these can impact on behaviour. They are clear about boundaries and expectations and children respond to this. For example, when the staff asked everyone to tidy up before lunch, all children responded and helped to work as a team. Established staff are good role models and use plenty of praise and encouragement.

Staff know children and their individual needs very well. They consider the children's likes and dislikes, listen to their views and plan activities based on their knowledge of the children and what they enjoy. For example, they plan for visitors to attend the setting in line with the children's feedback, which include the police, fire service and an organisation that cares for animals. Staff naturally extend play experiences through chatting to children about what they are doing and by setting challenges during adult led activities.

Environment — Good

People who run the setting offer a clean, welcoming and secure environment. The site offers a good level of security, and the setting is locked at all times. People who run the setting carry out daily safety checks of the outdoors, however risk assessments of the indoor environment and activities were not available until after the visit. People who run the setting have effective evacuation processes in place and fire drills are conducted regularly throughout the year. These records are evaluated and reviewed and as a result risk assessments are continually updated. Action points raised during their most recent fire safety inspection have been addressed and all staff have completed the recommended training. However, safety certificates were not readily available on the day of the inspection.

People who run the setting ensure the indoor area is well maintained and ventilated. They ensure the indoor play space is well organised and allows children to move freely. However, the layout of the environment requires attention as there are no clear areas of play with enhanced activities which promote curiosity and creativity. Since the inspection, people who run the setting have explained they plan to work with the children in improving the layout and play space. Whilst at the same time encouraging the children to gain a sense of belonging and ownership of their environment.

People who run the setting ensure there are a range of resources available both indoors and outdoors. Children can access the majority of equipment and resources easily, which supports their independence. Resources are clean, safe and appropriate for the various age groups that attend the setting. People who run the setting have established a system for regular cleaning and checking of resources to ensure they are safe and suitable. There is plenty of space for physical play and table top games. The outdoor area is well-maintained and provides a variety of play opportunities for the children. For example, there is a large playground for adult led activities and a field for free play. There is also an area with climbing and balance equipment to support the children's physical development.

Leadership and Management — Good

People who run the setting have a good vision for the service and promote a positive ethos. They are committed to providing a quality service and respond quickly to recommendations for improvements. For example, since the inspection visit, they have made several minor adjustments to policies, practice and paperwork to reflect discussions during the inspection process. There is a good range of policies to support the safe and efficient running of the setting. During the course of the inspection a statement of purpose has been updated which now accurately reflects the service provided.

People who run the setting ensure all staff have updated and current Disclosure and Barring service checks. Staff suitability checks are complete, meeting regulatory requirements. Public liability insurance is current and valid. Staff feel happy in their roles and supported by leaders who provide training opportunities and pastoral support along with regular staff meetings. However, the induction process has yet to be reviewed and opportunities have been missed with regard to experienced members of staff mentoring new staff. Mandatory training is undertaken, and staff are qualified and experienced in their roles. However, supervisions are not conducted regularly and since the last inspection, appraisals have not been carried out annually. Therefore, this is an area for improvement, and we expect the provider to take action.

People who run the setting seek views, comments and suggestions from children, parents and staff in order to create targets and drive improvements for the future. They have completed the Self-Assessment Service Statement (SASS) for the setting in a timely manner.

People who run the setting and staff have established positive relationships with parents and carers. Parent feedback indicates they think highly of the setting and the care their children receive. They are satisfied with the communication they receive and feel that all members of staff are approachable. They are pleased that their children enjoy coming to the club and taking part in the activities with their friends. People who run the setting ensure that they seek external support in order to promote inclusivity for all service users and parents feel that their children are making progress whilst under their care.

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
29	To review the supervision and appraisal process to ensure they are informative, meaningful and	New

	accessible for reflection.	

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 24 - Safety	To ensure risk assessments are reviewed effectively and safety certificates are monitored in a timely manner.
Standard 13 (Day Care) - Suitable Person	To improve the induction process and consider mentoring opportunities to support staff.

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)
To provide further opportunities to promote independence during daily routines.
To enhance the indoor play space to create an enabling environment which promotes curiosity and creativity and a sense of ownership and belonging.

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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