Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Hwyl y Login Fach

Ysgol y Login Fach
Roseland Road
Waunarlwydd
Swansea
SA5 4ST



Date Inspection Completed

23/01/2025

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About Clwb Hwyl y Login Fach

Type of care provided	Children's Day Care Out of School Hours Care
Registered Person	Phillip Liddington-Hughes
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	19 November 2019
Is this a Flying Start service?	No
Does this service promote the Welsh language and culture?	This service makes efforts to promote the use of the Welsh language and Welsh 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 communicate confidently as their wishes are considered. They feel happy and settled and are given good opportunities for their age and individual development. Children feel safe and enjoy the independence to do things for themselves.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff are aware of risks and understand their responsibilities to safeguard children. They are good role models and develop the children's confidence and self-esteem.

Leaders implement measures and are aware of their responsibilities to ensure children's safety. They develop their risk assessments and ensure that the building's safety equipment is available. Leaders provide a good range of resources and ensure that children have access to other resources which are stored away during their time at the setting.

Leaders ensure that most aspects of the setting are managed appropriately but some improvements are required. They ensure that the staff are supported appropriately and strive to provide appropriate training opportunities for their roles. However, not all staff files were complete, and neither were the requirements to evaluate and observe staff, so there are areas for improvement due to these matters. Leaders have effective partnerships with the school and parents are supportive of the setting.

Well-being Good

Children communicate confidently as their wishes and needs are considered. They are given opportunities to make decisions and are comfortable asking for resources such as the box of dolls. They are free to move around the setting and to choose their resources as well as which group of friends they would like to join, such as the craft work group or the role-play activity. Children are confident when making choices. For example, children enjoy spending time at the snack table choosing from the various foods that are available to them. They contribute to the planning process and suggest ideas for club activities. Children who choose not to take part in activities are confident when explaining their choices, and their opinions are respected.

Children feel safe, happy and settled. They are familiar with their environment and are therefore comfortable using all facilities confidently. Children value the setting's calm environment and the freedom to create their own timetable at a pace that is appropriate to the individual. Children smile when praised for showing consideration and kindness to others. The children told us that they enjoy seeing their friends and spending time with the staff. They have a sense of belonging and have developed positive relationships.

Interactions between children and staff are good. They are very polite, thoughtful, and chat openly with each other and the staff. Children express their wishes and ideas confidently. For example, during snack time, children ask for help if they are not able to open packets. They are happy when playing with others during activities such as arts and crafts and they are heard laughing and talking during these periods. They share ideas, work together, take turns and socialise effectively. Children enjoy the freedom to explore, and follow rules that affect them and others, such as tidying or washing their hands. They are confident in the company of visitors and they were happy to talk to us on the day of our visit.

Children enjoy their play opportunities and engage well with the experiences that are available to them. For example, they show great excitement when taking part in a physical activity at the beginning of the session. We saw children dancing, bending, jumping and having fun while following instructions on a large digital screen to complete physical tasks. Children enjoy the freedom to move to other activities, such as contributing to a large piece of art on cardboard. We saw children talking, problem-solving and deciding how to design the craft work. Children are not under any kind of pressure to complete activities, and they know that they can return to them in their own time.

Children are given good opportunities to develop their independence skills, and do things for themselves skilfully. For example, they arrange their own possessions, such as coats and bags, wash and dry their hands, go back and forth to the toilet and enjoy their snack as a social time with their friends.

Care and Development — Good

Most staff are experienced and understand the setting's policies and procedures and implement them consistently. They promote healthy lifestyles, physical activities and the children's personal well-being. Staff have a clear understanding of their responsibilities to protect children and can explain the setting's procedures confidently. Most staff are experienced and manage risks effectively. They are aware of the safety of children, and remind them to play safely and about their personal hygiene. For example, staff encourage children to wash their hands before snack time, and remind them of the hygiene procedures when going to the toilet. We saw staff sanitising tables and wearing appropriate protective equipment when preparing snacks. They offer a good range of foods, such as cereal, yoghurt, cheese, bread and fruit in line with their healthy eating policy. Staff are aware of their responsibilities with regard to allergies and the children's medical needs and there are records in place. They complete accident and incident records and ensure that they are signed by staff and parents. They are also aware of their responsibilities to support children with additional learning needs.

Staff interact with each other and children in a respectful manner and children are happy, comfortable and settled in the presence of staff. They develop close relationships with the children and enjoy listening to their stories after their day at school. Staff offer a calm environment and are good role models to the children when engaging and talking to them in a warm manner. For example, they sit with the children during snack time and enjoy listening to their news and interests. Staff respond to requests for help and interact with them in a friendly and considerate manner. They are caring, affectionate and sensitive to children's needs and experiences, and manage their behaviours effectively. For example, staff remind children to be kind and to include other children in their play. Staff praise the children regularly by saying, “*jobyn da, da iawn ti.*” (good job, well done you)

Staff are knowledgeable, and they have a good understanding of children's needs and interests and how this affects their experiences. They offer a range of play opportunities and ensure children have time to enjoy their experiences. For example, during a craft activity, children enjoy looking through an album of colouring templates and are confident to ask for certain templates, whilst others ask for items such as glue and scissors. Staff plan the weekly timetable in line with children's requests and interests. For example, staff said that the children enjoy film nights, decorating biscuits and taking part in celebrations. Most staff promote the Welsh language, diversity and children's rights, and ensure that children are given opportunities to make choices during their time at the setting. When supporting the children, they ensure that they are given freedom and independence, which develops their self-esteem.

Environment — Good

Leaders, including the person in charge, implement measures and policies to ensure that everyone is aware of their responsibilities to keep children safe. They ensure that both the indoor and outdoor environments are in good condition. The setting is held in the school hall, and leaders provide an open, clean and fit-for-purpose space for play. They have a range of risk assessments for the building and their practices and consider their procedures carefully. The person in charge conducts regular fire drills and maintains an effective fire risk assessment. Leaders keep up to date safety certificates for the building and equipment. The person in charge, who undertakes daily duties, is responsible for the setting's staffing arrangements and ensures that the ratio of staff to children is correct and that children are supervised effectively. The person in charge maintains a daily digital register that includes a correct record of children's arrival and departure times and parents sign the records when collecting their children. Leaders, including the person in charge, offer an environment that is monitored closely by all members of staff. This ensures that children are free to move around the setting independently and safely. Leaders have an appropriate first aid box, and the person in charge ensures that visitors sign in when they arrive on site as well as sign the setting's visitors book.

Leaders, including the person in charge, ensure that the indoor area provides a good environment for playing as well as developing the children's skills. They provide an open space within the school hall which is an ideal environment for children to play and relax. This provides the person in charge with the autonomy to plan and utilise the school hall according to the children’s interests. They prepare the environment to enable the children to have the best possible experiences as well as to promote their independence. For example, they offer a space to enjoy physical activities, areas to develop art skills, and an area to enjoy role-play activities, mark-making and quiet time in the reading corner. We did not see the outdoor area in use during our visit, but the person in charge stated that the area offers a variety of spaces, such as a grass area and a secure yard. Leaders ensure toilet facilities are appropriate, and that staff follow guidelines to promote children's privacy and dignity. They ensure that the club's paperwork is stored confidentially.

Leaders provide a good range of age-appropriate resources to stimulate children's curiosity. For example, small world play, role-play, and sports equipment. They ensure that a variety of resources are provided and the person in charge lays them out, or stores them nearby, so that children can access them easily. They offer a range of purposeful activities, that provide opportunities to develop their skills further. For example, physical sessions following exercise software on a digital board, food tasting activities, decorating food and learning new languages. They are given opportunities to enjoy celebrations and the environment is used effectively to ensure children are given exciting opportunities to play, learn, make friends, and promote their overall well-being.

Leadership and Management — Adequate

Leaders are aware of a number of their regulatory responsibilities and worked together during the visit and immediately after the inspection to update records in order to meet the requirements. The person in charge is also passionate about the setting and shares this with others. However, the statement of purpose did not reflect the current setting, but this has been rectified since the inspection. The leaders and the person in charge maintain a comprehensive file of policies and procedures which comply with the regulations and the National Minimum Standards on the whole. Also, nearly all records, such as children's files, are in place, including contact information, evidence of consent, and children's medical information. However, not all records are reviewed annually to ensure they are up to date. Certificates and information are kept securely, such as annual insurance documents. The person in charge maintains clear and effective daily records for the setting and ensures that parents have signed them.

Leaders prepare an annual quality of care review which states that they respond to feedback. They distribute questionnaires and work to develop and improve their care service as a result.

The leaders and the person in charge have established a team of staff who collaborate effectively. Staff said they enjoy their roles and responsibilities at the setting and that they enjoy planning and providing a variety of experiences for the children. Staff said they found the work rewarding and work hard to ensure children are provided with opportunities to develop their interests. Leaders, including the person in charge, ensure that staff have the appropriate qualifications, and it was confirmed during the inspection process that staff have completed their safeguarding, paediatric first aid and food safety training. Although the previous inspection report by Care Inspectorate Wales identified that leaders need to complete annual appraisals and regular supervision sessions with staff, this work had not been completed continuously since the previous inspection. Also, staff files were incomplete, but they have confirmed that the required documents have been put in place since the inspection. As a result, these two matters continue to be an area for improvement and we expect the provider to take action.

Leaders are aware that the person in charge who runs the setting works hard to ensure that children are given a good level of consistent care. The person in charge takes full advantage of strong links with the school, which ensures effective communication and opportunities to use the school's facilities and the nearby outdoor play areas. The person in charge and staff work effectively with parents and the school to ensure the best results for the children. Parents are pleased with the setting and appreciate the consistent communication methods. Children said that they enjoy their time at the club.

Summary of non-compliance	
Status	**What each one 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 it will be followed up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection.	N/A
29	The Registered Person does not carry out annual appraisals or formal supervisions in a timely manner.	Not Achieved
28	During inspection the staff files did not have a full record of the person's suitability.	Not Achieved
38 (2) (b)	There is no written fire risk assessment.	Achieved
	The registered person's DBS certificate, while valid, had not been presented to Care Inspectorate Wales.	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 will highlight these as Recommendations to Meet National Minimum Standards.

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

National Minimum Standards	
Standard	Recommendation(s)
Standard 1 - Information	Ensure the statement of purpose is reviewed at least annually and continually reflects the service, as well as being updated when any changes are made to the setting.

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 all documents are reviewed at least annually to ensure all information is up to date.

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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