Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Caredig

Ysgol Nantgaredig School
Station Road
Nantgaredig
SA32 7LG



Date Inspection Completed

25/02/2025

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About Clwb Caredig

Type of care provided	Children's Day Care Out of School Hours Care
Registered Provider	Clwb Caredig
Registered places	45
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	3 September 2019
Is this a Flying Start service?	No
Does this service promote the Welsh language and culture?	This service makes significant efforts to promote the use of the Welsh language and Welsh 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 communicate confidently as their wishes are considered. They feel very happy and are given good and appropriate opportunities for their age and development. Children are independent and do things for themselves confidently.

Staff understand the setting’s policies and promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are good role models, and build the confidence and self-esteem of the children in their care and are active in regards to promoting the Welsh language.

Leaders implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain risk assessments and the building's safety equipment is in place. They provide appropriate resources and good opportunities for children to experiment and play within safe and stimulating areas.

Leaders provide policies and procedures in accordance with the National Minimum Standards. They support their staff within their roles and work together effectively. They have a stable partnership with the school and parents are supportive of the setting.

Well-being	**Good**

The children's voice is a strong factor in this setting. Children in Clwb Caredig communicate confidently as their wishes and needs are considered. They are given a wide variety of opportunities to make choices and can ask for specific resources, such as play resources from the club's outdoor shed, or a specific shape for a clay activity by saying, *"Gallai gael calon plîs?"* (Can I have the heart please?) confidently. Many children thoroughly enjoy and express their enjoyment as they are given freedom to make choices for themselves, by saying, *"fi moen neud un hefyd plîs."* (I want to make one too, please).

Children feel safe and happy. They are enthusiastic and enjoy socialising with others whilst settling into the day's routine. Children said that they love seeing friends and spending time with the staff. They have a sense of belonging and are clearly comfortable in the company of visitors whilst sharing their stories. The children's various ages ensures a good collaborative ethos, and when preparing to go outside, they laugh excitedly whilst another child places them in order and imitates a person counting and selling on market day.

The interaction between children and staff is consistent and warm, with many of them communicating confidently. They are very comfortable when chatting and enjoy playing with others energetically. For example, we saw a group of children chatting about an international rugby game that was played the Saturday before and getting up spontaneously whilst enjoying their breakfast to sing Hen Wlad fy Nhadau with passion. They share ideas, work together, show patience and have fun whilst taking part in activities such as building, arts and playing with sand. Children follow rules that affect them and others. For example, they work together to tidy up in order to prepare for a group activity. During breakfast and lunch time, children feel very comfortable asking for help and feel completely at home.

Children enjoy their play and make their own decisions. They are aware of the resources that are available to them and are confident when asking for specific resources, such as dolls and dinosaurs, in a courteous and respectful manner. Similarly, they enjoy in the outdoor area whilst choosing resources, such as bikes and balls, and play eagerly and in a competitive manner. For example, they work together effectively to build goals with wooden blocks to play a game of football. During the game, we saw older children helping the younger children to develop their kicking skills. Children are not under pressure to complete their activities.

Children are given good opportunities for their age and development which enable them to follow their own interests. They are eager to show what they have achieved, such as finding a worm as part of their treasure hunt, whilst others say *"mae wyth tic gyda ni nawr,"* (we have eight ticks now), as they find the nature items. They are independent and do things for themselves confidently, such as wearing their coats and wellingtons, using the toilet and washing their hands. After completing a clay activity, a child said *"fi'n hapus a hwnna!"* (I'm

happy with that). They chat in a confident manner and we heard many children say *“Fi’n gallu neud e, ar ben hunain fi.”* (I can do it by myself), during our visit.

Care and Development — Good

Staff in Clwb Caredig are experienced and understand the policies and implement them consistently. They promote healthy lifestyles, physical activities, safety and the children's personal well-being. Staff manage risks continuously and effectively, and are aware of their own safety and the children's safety. Safeguarding is prioritised and staff understand their responsibilities to protect children. They are able to respond to safeguarding scenarios and are knowledgeable about the club's procedures. We saw staff encouraging children to wash their hands after using the toilet, and clearly following hygiene procedures during mealtimes. Also, they understand their duties and are familiar with the practices to safeguard and care for every child. For example, the person in charge explained the procedures in relation to accidents, incidents, administrating medication and caring for children with allergies. The setting had documentation in place, including signatures from parents and carers. They are also experienced in caring for children with additional learning needs and provide for them by following individual care plans, ensuring a committed team and that there are appropriate facilities available.

Staff interact effectively and respond to children's requests and questions at every opportunity and chat with them consistently in a kind and warm manner. They have clearly developed close relationships with the children and show interest and enjoyment when listening to their stories. Staff know the children very well and are sensitive to individual children's needs and experiences. They are good role models for the children and establish firm practices to develop the children's understanding of good and consistent behaviours. Alongside this practice, they remind children to be respectful, to share and wait their turn, as well as offer support and praise when children complete their tasks successfully. For example, by saying *“da iawn chi,”* (well done you), *“jobyn da,”* (good job) and *“gwaith hyfryd iawn!”* (very good work!). Indoors, staff move around continuously to support children and sit by tables or on the floor to play. We saw staff chatting about safety before going outside, and encouraging children to complete their nature activities independently, whilst staying close by. The level of communication between the staff and children shows strong evidence that children are happy, comfortable and feel completely at home in the staff's company.

Staff are experienced and knowledgeable, and they have good understanding of child development and how this affects their learning experiences. They have a good understanding of diversity issues and promote children's rights. When supporting children in their activities, such as craft work, games and sport, they provide freedom and independence, as well as promoting fairness. By following the children's interests, they build each child's confidence and self-esteem. During our visit, we saw that staff had been busy planning a variety of exciting activities to celebrate St David's week, such as cooking Welsh cakes, creating dragon crowns, decorating flower pots, making pancakes and creating drink mats from clay. We saw the thorough preparation work and the time staff took to prepare and explain the possibilities of the activities such as the treasure hunt, to maximise children's independence. For example, *“mae lan i chi, allwch ni neud hyn, neu os i chi eisiau neud hwn mewn ffordd arall...”* (It is up to you, you could do this, or you could do

this in another way...) Staff actively promote the Welsh language and staff and children communicate confidently in the language of their environment.

Environment — Good

Leaders provide effective measures and policies to ensure that everyone is aware of their responsibilities regarding children's safety and welfare. They ensure that the environment is secure and well maintained, both indoors and outdoors. The club is based in the school hall and the environment is safe and friendly. Leaders ensure that the arrangements in place for tidying up and cleaning the club reflect good hygiene practices. They maintain purposeful risk assessments as well as effective fire risk assessments that are reviewed annually. They service fire equipment, conduct regular fire drills and keep up to date evidence. The person in charge manages numbers and staff to children ratios accurately and supervises the children well. They maintain a daily register where children and staff are signed in and out of the club accurately. The premises provide a good level of security and the school is kept locked during club hours. The hall can only be accessed through a closed door, via the school's main entrance. As a result, children have the freedom to move around the setting's designated areas independently and safely. Leaders have a sign-in system for visitors when they arrive at the school and a visitor book for the club. They keep first aid equipment, offer a noticeboard that includes regulatory information and information about policies to the club's users and ensure that the club's paperwork is stored confidentially in a closed cupboard.

Leaders ensure that the indoor area provides a good and open environment for playing as well as extending the children's skills. The hall promotes children's independence as the staff prepare the area carefully so that children can have the best possible experiences. For example, space to experiment, play creatively, develop art skills, role-play and practice skills and competition skills. Leaders offer a safe foyer for the children in the club as a place to store their coats and bags. In the hall, leaders store all the club's equipment in a storage cupboard where children can choose and return their resources. They can use a nearby appropriate class to care for children with additional needs. There are toilets close by for children to use as well as a closed outdoor area. For example, areas for playing on grass and an area for growing vegetables, a woodland area, a concrete yard and various surfaces that offer a range of experiences for children whilst playing, learning and developing their skills.

Leaders provide a range of good resources to nurture the children's curiosity and interests as well as developing their independence skills. They offer resources that are suitable for the age range of children attending the club and challenge them to try the resources and equipment so that they can develop their individual skills. For example, indoors, there are opportunities to build, role-play, play games and play with various toys. Outdoors, there are various resources such as a bouncing castle, bikes, balance blocks, various balls and a willow den for story time. Leaders ensure that resources offer opportunities for children to think about diversity and their wider community in general. They have displays that allow children to think about their identity, community and their values. Children play an integral

role when planning and we saw a big poster of the activities and experiences they chose. For example, dancing, shows, cooking and gardening days.

Leadership and Management — Good

Leaders, as well as the person in charge, work consistently to ensure that the setting's arrangements meet the regulatory requirements as well as the National Minimum Standards. However, although they have an up to date statement of purpose on the site that reflects the club's ethos, arrangements and opening hours, they had not shared this with Care Inspectorate Wales. They provide a variety of clear and purposeful policies which are reviewed annually. The person in charge is knowledgeable about their responsibilities and are well-organised in reviewing certificates, information and records regularly, such as the children's files including individual care plans. The person in charge also maintains staff files and registers. Leaders follow procedures by completing documentation and communicating information to parents efficiently.

Leaders present an annual quality of care report and show evidence that they listen carefully to the opinions of those who use the setting and take them into consideration. As a result, they work continuously to develop, improve and offer a service of a high standard.

Leaders and the person in charge have established a team of staff, over a period of time, that collaborate closely and effectively. Staff are experienced and said that they love and enjoy their role caring for children in the setting. Leaders ensure staff have appropriate qualifications, such as childcare and play certificates. Also, many of them have completed specific training such as paediatric first aid, food safety and child protection training, but not every member of staff had up to date and full certificates. The person in charge follows appraisal and supervision arrangements regularly and support the team in their work. However, the requirements that are in place for the person in charge are being developed further by the leaders. Staff can raise issues easily and they know that their individual requirements are considered. The Welsh language is a strong aspect at the setting and staff have a good understanding of their responsibilities to promote the language as well as Welsh culture.

Leaders and the person in charge ensure that children in Clwb Caredig are given good care. They make the most of very strong links with the school which ensures effective communication. Staff know the children well and can support them on all levels. Parents are supportive of the setting. Also, leaders and the person in charge use grants effectively and ensure they invest in new resources and equpiment for the club regularly. The person in charge said they look forward to developing the woodland area next as part of a plan to develop the club.

Identified areas for improvement

When we note **Areas for Improvement** and have not found immediate or significant risks to the people, we will highlight these with the provider. We expect the provider to take action and we will consider the matter again during the next inspection.

Where we find a **need to improve** the results for the people **significantly** and/or there is a risk to the people's well-being, we note a **Priority Action** matter. Under these circumstances, we will issue a Priority Action Notice(s) to the Provider, who will need to take immediate steps to make improvements. We will conduct another inspection in six months to confirm that improvements have been made and that the results for the people have improved.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 1 - Information	Ensure the setting's Statement of Purpose is reviewed annually and shared with Care Inspectorate Wales.
Standard 13 (Day Care) - Suitable Person	Ensure the continuing training needs of all staff are addressed and provided for on a regular basis.
Standard 13 (Day Care) - Suitable Person	Continue to develop supervision and appraisal practices for the Person in Charge, in line with requirements.

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