



Inspection Report

Sbri Ni

**Whitland CP School
Market Street
Whitland
SA34 0QB**



Date Inspection Completed

14/11/2024

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About Sbri Ni

Type of care provided	Children's Day Care Out of School Hours Care
Registered Person	Vanessa Roberts Eirwyn Griffiths
Registered places	24
Language of the service	Both languages
Previous Care Inspectorate Wales inspection	16 June 2019
Is this a Flying Start service?	No
Does this service promote the Welsh language and culture?	This service anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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 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 implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are good role models, actively promote the Welsh language and build the confidence and self-esteem of the children in their care.

The setting's leaders implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain clear risk assessments and the building's safety equipment is in place. They provide a good range of resources and ensure children can access every item.

The setting's leaders understand their regulatory responsibilities and provide policies and procedures in accordance with the National Minimum Standards. They support their staff well and ensure they are given appropriate training for their roles. They have an effective partnership with the school and parents are supportive of the setting.

The children's voice is a strong factor in this setting. Children communicate confidently as their wishes and needs are considered. They are given a range of opportunities to make choices and are comfortable asking for specific resources such as play resources from the club's outdoor shed. Many children thoroughly enjoy themselves and express pleasure as they have the freedom to move around and make choices for themselves. After their snack, children plan what to do next, such as playing shop or board games, and are able to spend their time completing one activity or move from one area to the next.

Children feel safe and happy. They arrive enthusiastically and enjoy the opportunity to socialise with others whilst settling into the club's routine. They are happy to talk about their school day and what they like about the setting. Children said that they love seeing friends, spending time with the staff and relaxing after school. They have a sense of belonging and have developed very good relationships. Children are comfortable in the presence of visitors as they feel safe, and they are happy to share stories.

The interaction between children and staff is consistent and warm, with many of them communicating confidently. Children are active when playing with others. For example, we saw a group of children role-playing preparing to open a shop and organising a range of foods for their customers. They discuss roles, share ideas, work together, take turns, show patience and have fun. They are given a lot of freedom to explore the indoor and outdoor environment, and they show respect towards property and towards each other on a consistent basis. Children follow rules that affect them and others. For example, they listen to staff when they are asked to gather by the door to the hall to use the toilet or to go outside. During snack time, children feel very comfortable asking for help and feel completely at home in the staff's company.

Children enjoy their play and make their own decisions. They are aware of the resources that are available to them and can ask confidently for specific resources in a courteous and respectful manner, for example, "*esgusodwch fi plis.*" ("excuse me, please.") They enjoy the outdoor area and choose resources such as scooters, buggies, dolls and balls so that they can play actively and imaginatively. As children choose independently, this leads to a good sense of achievement and enjoyment. Children are not under pressure to complete specific activities.

Children are given good opportunities for their age and development which enable them to follow their own interests. The older children give younger children clear explanations whilst encouraging them to join in the role-play. Similarly, the younger children take great pride in their imaginative roles whilst acting as a family around the yard outside. Some children were keen to show their talents, such as scoring a goal or riding around the yard, or chatted excitedly about the pattern an aeroplane was making in the sky. Children are independent and do things for themselves confidently. For example, collecting their bags and coats and using the toilet. They can express their opinion, ask questions and offer their own ideas.

Staff 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. We saw staff encouraging children to wash their hands after using the toilet, and clearly following hygiene procedures during snack time. Safeguarding is prioritised and staff understand their responsibilities to protect children. Staff walk with children to the toilets and while doing so, they chat and offer support and praise. They have clearly developed close relationships with the children and enjoy listening to their stories about the day. Staff know the children very well and are aware of their individual needs. They understand their duties and are familiar with the setting's practices to safeguard and care for every child. For example, the person in charge explained the procedures in relation to accidents, incidents, administering medication and caring for children with allergies. The setting had documentation in place, including signatures from parents and carers.

Staff interact effectively and respond to children's requests and questions at every opportunity chatting with them in a kind and consistent manner. For example, "*ydy chi moen mynd mas neu aros mewn?*" (would you like to go outside or stay inside?), "*Ydy chi wedi gorffen?*" (have you finished?), "*Hoffech chi wneud hynny?*" (Would you like to do that?). Staff are good role models for the children and establish firm practices to develop the children's understanding of good and consistent behaviours. They move around continuously to support children and sit by tables or on the floor to play. The level of communication between the staff and children shows strong evidence that children are happy, comfortable and feel at home in the staff's company.

Staff are experienced and knowledgeable, and they have good knowledge and 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 drawing, games, building and sport, they provide freedom and independence. By following the children's interests, they build each child's confidence and self-esteem. Staff actively promote the Welsh language and staff and children communicate confidently in the language of their environment.

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 building offers a friendly environment with a large, open and safe space. Leaders ensure that the arrangements in place for tidying up and cleaning reflect good hygiene practices. They maintain purposeful risk assessments as well as effective and accurate fire risk assessments and these are reviewed annually. They service fire equipment, conduct regular fire drills and keep up to date and accurate evidence. Leaders manage numbers and staff to children ratios accurately and supervise 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 main hall building is kept locked during club hours. The hall can only be accessed through a closed gate, via the school yard. 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 in the hall. They have a safe system in place that ensures every child is collected and signed out by staff.

Leaders ensure that the indoor area provides a good environment for playing as well as extending the children's skills. The hall promotes children's independence as the staff prepare the space carefully so that children can have the best possible experiences. For example, space to experiment, play creatively, develop art skills, practice skills and competition skills. Leaders offer a small entrance between the hall and the school yard which displays health and safety information as well as information on children's rights. In the hall, leaders store all the club's equipment in a storage cupboard where children can choose and return their resources. They ensure that the club's paperwork is stored confidentially in a closed cupboard in the storeroom. Children have access to toilets in the main school building, and use the school's outdoor areas. For example, playing on grass, concrete and various surfaces that offer a wide range of physical experiences for children whilst playing.

Leaders provide a range of good resources to nurture the children's curiosity and interests as well as develop their independence skills. They offer sufficient 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 colour, create, build, role-play, play games, read books and play with various toys. Outdoors, there are various resources, such as cricket, hockey and tennis resources, large games and water and sand play equipment. Leaders ensure that resources offer opportunities for children to think about diversity and the wider community in general.

Club leaders work consistently to ensure that the setting's arrangements meet the regulatory requirements as well as the National Minimum Standards. The statement of purpose reflects the club's ethos, arrangements and opening hours. They provide clear policies which are reviewed every year. Leaders are knowledgeable about their responsibilities and are well-organised in reviewing certificates, information and records regularly. The person in charge maintains staff files, children's files and registers. They follow procedures and keep order by completing documentation and communicating information to parents efficiently. Leaders have responded to the recommendations made during the previous inspection and implement practices which deliver higher standards.

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 and improve.

Leaders have established a team of staff over time who work together closely and effectively. Staff said that they love and enjoy their role caring for children in the setting. They ensure that staff are qualified, including in play work, and receive regular training with mandatory certificates in areas such as food safety, paediatric first aid and child protection. Leaders follow regular supervision and appraisal arrangements and support the team with their work. 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 ensure that children 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. We saw clear examples of very good relationships and clear communication.

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	No evidence of individual supervisions	Achieved
15 (1) (c)	The Statement of Purpose is missing information required by regulation.	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)
	No NMS Recommendations were identified during this inspection

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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