Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Plant Dyffryn Nantlle

Safle'r Caban, Ysgol Bro Lleu
Ffordd Y Brenin
Penygroes
Caernarfon
LL54 6RL

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

02/10/2024

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About Clwb Plant Dyffryn Nantlle

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Clwb Plant Dyffryn Nantlle
Registered places	40
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	15 June 2018
Is this a Flying Start service?	No
Does this service promote 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.

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 settled and express themselves well. They have good opportunities to make choices about what affects them. Children interact positively with their friends and those caring for them. They are busy and actively engaged and interested in their play and learning. Children are developing their independence skills appropriately.

Staff are professional, well qualified and highly motivated. They have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities.

People who run the setting ensure the environment is safe, secure, and well maintained. There is ample space indoors and outdoors for children to play and relax. They have access to equipment and a good selection of toys and materials that meet their play needs well.

People who run the setting are committed to ensure the service is managed effectively. They share their vision for the service with staff, helping them to follow policies and procedures effectively. People who run the setting strive to provide a good quality service to children and families.

Well-being — Good

Children are happy and settled at the setting. They are confident to make decisions about how to spend their time. For example, they move freely around the activities and follow their interests. Children are eager and confident to share their ideas, answer questions and chat with the staff, knowing that they will appreciate what they have to say. For example, during circle time children are given the opportunity to share how they feel, and how their day has been. They also vote for which game they want to play before snack time.

Children feel safe as they receive care from staff members with whom they have developed warm relationships. They feel comfortable asking staff for comfort when needed. The children are confident when speaking to other adults visiting the setting as they feel safe and secure. They make friends and chat with each other during snack time and play time, smiling and laughing frequently.

Children are friendly and interact positively with the staff and each other. They share toys, take turns, and work well together to complete tasks. For example, when playing in the adventure playground, they take turns to climb, balance and swing on the different objects to get to the other side. Children follow the rules of the setting, behave well and are beginning to understand the needs of others. For example, there is a buddy system in place, where the older more confident children are paired with younger children to promote friendships, and a sense of belonging at the club.

Children have ample activities to choose from, and they enjoy their play and learning. They enjoy the resources they have selected and choose to play alone or with other children. For example, a group of children enjoyed experimenting with the natural resources outside. They dig a hole with sticks to make a cooking pot, and go on expeditions to gather grass, twigs and leaves to create different meals. A group of children create self-portraits with clay. They focus their attention well, creating shapes and experimenting with the different colours.

Children’s independence is developing well. They are encouraged and supported to do things for themselves, have opportunities to develop their skills, and to be independent. For example, they help themselves to foods at snack time, by picking up fruit with tongs, and use the water fountain to help themselves to water. Children lead and direct their play and choose resources as they wish.

Care and Development — Good

Staff are confident with regards to their duties to safeguard children and have received safeguarding training. They are confident in the correct steps to follow should they have a welfare concern about a child. Staff ensure that children know how to exit the premises quickly and safely if required, by completing regular fire drills. These practices are well documented on a dedicated record. Staff have current paediatric first aid certificates and any accidents that do occur are recorded effectively, and information is shared with parents.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity ensuring children spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands, as needed. A wide range of healthy snacks are available for children. There are efficient systems in place to make staff aware of children's individual dietary requirements so they can ensure children receive suitable snacks.

Staff have formed positive relationships with the children. They speak to them affectionately and treat them with care and respect. Staff use effective and consistent strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing and provide a clear explanation when their behaviour is not acceptable. They set realistic boundaries, having regard to children's understanding and stage of development. Staff use praise frequently to encourage children to interact and behave positively. They model social skills effectively when playing alongside the children.

Staff provide a variety of fun activities they know the children will enjoy, including a good mix of indoor and outdoor activities. They know the children well and are familiar with their likes and dislikes. Staff gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. Staff have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting.

Environment — Good

People who run the setting provide an environment that is safe and secure. For example, entrance to the setting is controlled, with external doors kept locked and visitors being asked to sign the visitors book on arrival. Staff keep an accurate register of children's attendance, but do not include the times of arrival and departure of children on the daily registers. People who run the setting have written risk assessments in place, which outline potential hazards to children's safety and the steps taken to manage or eliminate these hazards.

People who run the setting provide spacious areas for children to play and learn. They ensure that the space is used effectively to encourage children's development, imagination and curiosity. People who run the setting ensure all areas are well maintained and welcoming for children. Toys and resources are stored at a low level so children can access them freely. They provide toilets with suitable facilities and low sinks to promote the children's independence. The playground provides opportunities for children to develop their physical skills by using climbing apparatus or choosing from the selection of outdoor toys. A large, grassed area offers opportunities for children to run and play.

People who run the setting provide a good range of toys and resources which are in a good condition and are appropriate to the children's ages and stages of development. For example, through construction play, craft activities, and role-play activities. Resources in the outdoor area are of good quality and promote children's curiosity and exploration. People who run the setting also ensure there are plenty of opportunities for children to explore natural, sustainable, and recycled materials.

Leadership and Management — Good

People who run the setting share a clear vision with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. They review these policies regularly, ensuring they are up to date and contain all the required information. People who run the setting ensure the statement of purpose provides a clear and accurate description of what the service has to offer; This enables parents to make an informed decision about whether the setting meets their child's needs.

People who run the setting have robust arrangements for identifying strengths and areas for improvements. They regularly seek feedback from parents, children, and staff. This information is used to write an annual quality of care report which outlines strengths of the setting and areas for development. The report includes very positive feedback from parents which demonstrate a high level of satisfaction with the service provided.

People who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. They ensure the required staffing ratios are met each day. Staff told us that they feel supported by the people who run the setting and that they feel comfortable to approach them with questions or to discuss any problems. People who run the setting ensure staff suitability files are comprehensive and contain the required information, showing safe recruitment procedures are in place. Staff receive supervision, however annual appraisals do not take place on a regular basis.

People who run the setting have a good relationship with parents. Staff chat with parents and carers at the end of the sessions so information about the child's day is shared. People who run the setting also use a private social media page where they can share photos and information with parents. Parents are very complimentary of the care their children receive. People who run the setting have a very close relationship with the school. For example, they work well together, share resources, facilities and the environment to benefit the children.

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
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
	Regulaiton 15 - provider needs to include the areas used in SOP and more on facilities. Note - provider also asked to look through SOP and make sure it reflects any new p and p's before presenting with new request to extend the number of children being cared for to Reg Team	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 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)
	No NMS Recommendations were identified at this inspection

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 staff receive regular and meaningful appraisals.
Recording the times of arrival and departure of children on the daily registers.

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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