Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Happy Days Holiday Club/Clwb Gwyliau Hapus

Llangunnor CP School
Penymorfa Lane
Carmarthen
SA31 2NN



Date Inspection Completed

06/08/2024

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About Happy Days Holiday Club/Clwb Gwyliau Hapus

Type of care provided	Children's Day Care Out of School Care
Registered Person	Sandra Rowlands
Registered places	50
Language of the service	Both
Previous Care Inspectorate Wales inspection	28 October 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It 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	**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, settled and are given good opportunities for their age and stage of 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 they build the confidence and self-esteem of the children in their care.

Leaders implement measures and are aware of their responsibilities to ensure children's safety. They are developing their risk assessments and ensure the building's safety equipment are in place. Leaders provide a good range of resources and ensure children can access resources throughout their time at the setting.

Leaders ensure most aspects of the setting are managed appropriately but need to make some improvements. They ensure staff are suitably supported and strive to provide appropriate training opportunities for their roles. However, not all staff files were up to date resulting in an area for improvement. Leaders have effective partnerships with schools and parents are supportive of the setting.

Well-being	**Good**

Children communicate confidently as their wishes and needs are considered. They have opportunities to make decisions and are comfortable to ask for resources such as games. They move around the setting freely and choose what they wish to play with and with whom such as navigating trikes and scooters along paths to the outdoor areas. Children confidently make choices around whether they wish to be inside or outside the setting. For example, the children enjoy spending time at the indoor arts and crafts table. Children who do not wish to take part in a group activity such as dancing, say so clearly, and happily go to other areas of the setting to continue with their activities.

Children feel safe, happy, and settled. They are familiar with their environment and therefore comfortable to use all the facilities confidently. Children appreciate the relaxed atmosphere of the setting and the autonomy to create their own timetable and at their own pace. They chat openly about what they enjoy doing such as using the bouncy castles, playing table tennis and problem solving on the digital tablets. Children smile as they receive praise for showing kindness or being good helpers. They run to greet their friends as they arrive. Children told us they enjoy seeing their friends and spending time with the staff. They have a sense of belonging and have developed positive relationships.

Interactions between the children and with staff are consistently good. They are thoughtful, and chat and laugh openly with each other, with staff and visitors. Children communicate their wishes and ideas confidently. They are happy and energetic as they play with others, during activities such as football and painting. Children share ideas, work together, take turns, and socialise successfully. They clearly look out for each other and encourage each other, offer advice and give tips during games such as when playing pool. Children enjoy the freedom to explore, and they follow rules that affect them and others. They are confident around visitors. For example, one child on the bouncy castle said, *“why don’t you jump on here and we can have a chat then.”*

Children enjoy their play opportunities and engage well in the experiences available to them. They show curiosity and excitement as they explore a variety of play resources. Children enjoy their time at the setting and openly express their enthusiasm such as when they watch the Olympics on the big screen. They are aware of what is stored in cupboards and politely ask the staff when they wish to change resources such as the train set. Children enjoy the free flow approach of the daily routine and take full advantage of playing outdoors as much as they can. They make full use of the facilities and resources, which the children told us they enjoy using. Children are under no pressure to complete any activities and know they can leave resources and return at their own free will.

Children have consistently good opportunities for their age and development which enable them to follow their own interests. Children are independent and skilfully do things for themselves. For example, they access their water flasks throughout the day, eat independently at mealtimes and use the bathroom facilities confidently.

Care and Development — Good

Staff are experienced and understand the setting’s policies and procedures, implementing these consistently. They promote healthy lifestyles, physical activities and children's

personal well-being. Staff are experienced and manage risks effectively. They are aware of children's safety, such as when using bouncy castles and playing outdoor games. Staff encourage children to wash their hands before snack and lunch times and remind children of hygiene procedures when going back and forth to the toilet. Staff have a clear understanding of their responsibilities to protect children. They know how to raise safeguarding concerns and confidently explain procedures. Leaders communicate the setting's staffing arrangements openly and ensure they are deployed in all areas of the club. Staff know the children very well and are aware of their individual needs. Staff are familiar with their responsibilities around children's allergies and medical needs and records are in place. They complete accident and incident records and ensure all signatures are obtained. Staff ensure children with additional learning needs are supported in line with their care plans.

Staff interactions with each other and with the children demonstrate respect and children are happy, comfortable and feel at home in the staff's company. They develop close relationships with the children and enjoy listening to their stories about the day. Staff create a calm and relaxed atmosphere where children's wellbeing is prioritised. Staff are good role models for children and engage and chat warmly. For example, they sit with the children during mealtimes and immerse themselves in the children's news and interests. Staff consistently respond to children's requests and questions and interact with them in a kind and considerate manner. They are caring, gentle and sensitive to the needs and experiences of children, sharing a positive approach to managing the children's behaviour. For example, when children become over excited during outdoor games, staff approach these situations calmly and instil values such as showing care, sharing, taking turns and encouraging the children to acknowledge other children's achievements. Staff move around the environment continuously to support children. They sit at activity tables, on the floor to play large games and follow children's interests around the outdoors. Staff consistently offer praise to children such as, *"da iawn," "Waw, ti wedi neud e."*

Staff are suitably qualified, knowledgeable, and have a good understanding of children's needs, interests and how this affects their learning experiences. They offer a range of exciting play opportunities and ensure children have time to enjoy their play and exploration. For example, during a construction activity, staff encourage children to problem solve and develop their creativity, imagination and design skills. Staff plan the weekly timetable in line with children's requests and interests. For example, they organise sports days, trips to the setting's woodland, and activities such as face painting and jewellery making. Staff promote the Welsh language, diversity and children's rights and ensure children understand they can make choices and show preferences during their time at the setting. When supporting the children in their activities, such as crafts, games, and sport, they ensure freedom and independence, building the children's confidence and self-esteem.

Environment	**Good**

Leaders mostly keep measures and policies in place to ensure everyone is aware of their responsibilities to keep children safe. They ensure the indoor and outdoor environments are

maintained. Leaders offer a setting which is run from the school hall, offering an open, well ventilated, large play space. They have adequate risk assessments in place such as a daily risk assessment and are currently developing these further. For example, risk assessments being developed include free flow practice, and a graded risk assessment approach on spaces and activities, which are reviewed as and when any additional measures are identified. Leaders carry out regular fire drills and keep an effective fire risk assessment. Leaders keep building and equipment safety certificates up to date. They manage staff to children's ratios correctly and supervise the children well. Leaders maintain a daily register where children and staff are signed in and out of the club accurately. They provide an environment which is closely monitored by all staff. This ensures children have the freedom to move around the setting's designated areas independently and safely. Leaders keep a well-equipped first aid box and a visitors' book, ensuring everyone at the setting is safe and always accounted.

Leaders ensure the indoor area provides a good environment for playing as well as extending the children's skills. They provide an open space within the school hall which is an ideal environment for the children to play, explore and relax. This provides leaders and staff with the autonomy to plan and utilise the school hall according to the children's interests. Leaders ensure the indoor and outdoor environment promotes the children's independence as the staff prepare the space carefully to allow the children to have the best possible experiences. For example, space to experiment, play creatively, develop art skills, competitive and physical skills. Leaders offer a range of outdoor spaces such as a picnic area, grassed area, a yard space, shelter and a woodland. Leaders ensure toilet facilities are appropriate, and staff follow guidelines to promote the 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 the children's curiosity. For example, small world play, games, puzzles, jigsaws, chrome books and sports equipment. Leaders ensure a wide variety of resources are laid out, or stored nearby, which the children access easily such as art materials, a dolls house, books and an outdoor sand and water trough. They offer a good and purposeful outdoor area which provides space to develop further skills such as physical and problem-solving skills. Leaders use the environment effectively to ensure the children have exciting opportunities to play, learn, develop friendships and promote their all-round wellbeing.

Leadership and Management — Adequate

Leaders are passionate about their setting and share this with others. They provide a statement of purpose which reflects the setting's arrangements and opening hours. Leaders provide policies and procedures which are mostly in line with regulations and National Minimum Standards. They are experienced and work hard to organise an annual timetable for children and families. Leaders keep certificates and information securely such as annual

insurance documents, data protection and disclosure and barring scheme checks. They review records annually such as children's files and ensure contact information and consents are updated regularly.

Leaders present an annual quality of care review, showing evidence of how they respond to feedback. They distribute questionnaires and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop and improve their service of care.

Leaders have worked hard over many years to establish and retain a team of staff who collaborate closely and effectively. Staff said they enjoy their roles and responsibilities at the setting and thrive on planning and providing a range 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 ensure staff are appropriately qualified such as in play work. They strive to meet the mandatory training requirements but not all staff have relevant training certificates in place such as paediatric first aid, safeguarding and food safety. Leaders explained this was being addressed immediately. Leaders carry out satisfactory appraisals and supervisions and these are currently being developed further. Staff said they can raise issues easily and their individual requirements are always considered by the leaders. Leaders keep staff files in place for all staff. However, not all staff files included the necessary information. As a result, this is an area for improvement, and we expect the provider to take action.

Leaders who run the setting ensure the children are provided with a good and consistent level of care. They make the most of strong links with the school which ensures effective communication and use of the school's facilities and immediate outdoor play areas. Leaders told us they had recently responded to a request to take on new children due to another setting being unable to offer a summer holiday scheme. They therefore collaborate well with other settings to achieve the best outcomes for children. Parents are pleased with the setting and appreciate the consistent communication methods such as apps and social media platforms. Leaders update parents regularly and work closely with them to ensure a reliable holiday club setting to 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
28	The provider must ensure all staff files include two	New

	references and employment history.	

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	Ensure purposeful and relevant risk assessments are in place for practice, activities, equipment, resources and play opportunities which balance risk of harm against the benefits for the child.
Standard 13 (Day Care) - Suitable Person	Ensure the continuing training needs of staff are addressed and provided for on a regular basis.
Standard 13 (Day Care) - Suitable Person	Ensure regular supervisions and annual appraisals to encourage staff to think about the quality of their practice and personal goals.

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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