Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report on

Clwb Carco Melin Gruffydd

Ysgol Melin Gruffydd
Glan Y Nant Road
Whitchurch
Cardiff
CF14 1AP

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Date Inspection Completed

30/09/2022

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About Clwb Carco Melin Gruffydd

Type of care provided	Children's Day Care Out of School Hours Care
Registered Provider	Clwb Carco Limited
Maximum number of registered places	80
Language of service	Welsh
Date of previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provides the Welsh Language 'Active Offer?	The service provides the Welsh Language 'Active Offer'. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or may use the service.

Unpublished final report

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

Go to the end of this report for further information on ratings.

Summary

Children are happy and settled. They are given opportunities to develop a good range of independence skills by taking part in a variety of interesting and stimulating play experiences. Children form close relationships with each other and staff, which leads to a strong sense of belonging.

Staff are professional and they work well together. They have an understanding of how to keep the children healthy. They plan a good range of activities, in response to the interests and ideas of the children. Staff follow and understand policies and procedures which ensure the well-being of the children effectively.

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The care club is located in a primary school. Those responsible for running the setting are welcoming and it is well organised for different child age groups and interests. The indoor and outdoor areas are suitable for children.

There is effective leadership and management by the setting. The people who run the setting support staff in their roles and invest in staff development, ensuring that all staff members feel appreciated. They make improvements as necessary for the benefit of the children in their care. There are good partnerships with parents and guardians.

Well-being — Good

Children are happy and settled in the service. They have a sense of belonging and are familiar with the daily routines of the club. For example, they arrive happy and smiling and follow a routine of going to sit at the table for a snack before starting their activities. They have a close relationship with each other and staff, who help them to feel safe and valued.

Children have some opportunities to make choices. For example, outdoors, they choose their own activities. They move freely between these activities and decide how long to spend on individual activities. Children enjoy a number of opportunities both indoors and outdoors and can choose to relax and have quiet times with their friends or on their own. The Welsh language is strong in the service and all children socialise, express opinions and play in Welsh.

Children behave exceptionally well and work together effectively. For example, they work together to build a shelter, showing interest and perseverance. They express clear empathy and they are very sensitive to the needs of others, as the older children are very caring towards the younger children. Children interact well with each other by arranging a football game. They are familiar with the rules of the service and follow them. For example, children take turns to use the scooter and put on a helmet before using it. As a result, they engage with each other and show respect for property and for each other on a consistent basis.

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Children are lively and express enthusiasm and enjoyment about the setting. They take part in activities that develop their physical skills. For example, two children were seen competing against one another to reach the top of the climbing wall. One child won and the other congratulated them with enthusiasm. As a result, this leads to a feeling of achievement and good self-esteem. Children are confident communicators and are keen to talk about what they have been doing. They tell us that playing with friends outdoors is the best thing to do in the club.

Care and Development — Good

Staff generally keep children safe by following the service's policies and procedures most of the time. For example, they use daily check lists to ensure the environment is safe. They follow the service's policies for accidents and incidents and hold regular fire drills. However, they do not follow their medicines policy and the documents on the administration of medicines are not comprehensive enough. First aid kits are available, and their contents are checked regularly. The child safeguarding arrangements meet the requirements and are not a cause for concern. The policy is comprehensive, and staff have regular training in child safeguarding. All staff present were confident about the safeguarding procedures to follow in most safeguarding scenarios discussed. However, some staff members were not clear about the procedures to follow if an allegation is made against the responsible individual and their individual duties to report this. The setting intends to respond to this immediately by producing an information poster which will be accessible to staff when needed. The setting had not registered with the Food Standards Agency but this was undertaken during the inspection. Staff offer a range of opportunities both indoors and outdoors which offer access to physical opportunities for children. For example, when indoors children enjoy the dancing game ‘Musical Statues’.

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Staff create a welcoming and positive atmosphere in the service. They work together extremely well to meet the needs of children and the children's views and interests are very much valued. Staff support children well to interact positively and thoughtfully with others. They talk to children on their own level, giving them their full attention and responding positively. Staff are proactive and effective when managing risk. For example, a member of staff assisted a child in climbing the climbing wall by giving appropriate encouragement. Staff use familiar strategies with children in order to manage behaviour. For example, to calm children down they use a ‘quiet hand’ in accordance with the school's arrangements. As a result, children respond immediately, and their behaviour is very good.

Staff have good knowledge of play-based learning and hold the relevant childcare qualifications. They plan suitable activities and support children well in their play. Staff share experiences of good practice with company colleagues, which has a positive impact on their role. Children attend the Welsh-medium primary school and staff ensure they promote the Welsh language at all times. Staff arrange varied and interesting workshops for the children. For example, they hold a pizza cooking night and go to the woods to hold outdoor activities. They occasionally ask for the children's ideas and record them on a mind map. As a result, children benefit greatly from the activities that respond to their interests. Staff know the children very well and are aware of their individual needs. They plan comprehensively for children with individual needs and work closely with parents to ensure their welfare. Parents speak very highly of the support the club offers and their role in the social development of their children.

Environment	Good

Those responsible for running the setting have systems and procedures in place to ensure that the environment is safe. Staff undertake daily checks and assess safety risks. A Public Health Wales infection control audit was undertaken during the inspection and leaders intend following this up by implementing some improvements following the audit. Those responsible for running the setting maintain a register of children in attendance and make a note when children leave. They keep a record of visitors to the setting and ask them to sign in and out on arrival and departure. Leaders complete detailed risk assessments and work closely with the school to ensure that the necessary safety checks are undertaken.

The setting is based at Ysgol Gymraeg Melin Gruffydd. The setting has an entrance to an extensive outdoor area with small areas partly concealed. Within the setting, there is an entrance to two halls, a music room, a library, and a classroom. The setting is welcoming, and the facilities are accessible and well-maintained. The noticeboard displays useful information including information on children's rights and what the setting offers.

Unpublished final report

There is a rich supply of good quality resources, appropriate for the development and interests of the children. There is a variety of building resources and board games available, and these are suitable for different ages. There is also a good choice of resources for children to develop their awareness of recycling and sustainability. For example, they use various materials to build a shelter. Leaders organise the children's time within the setting environment appropriately, ensuring they use the various areas regularly. Suitable and appropriate tables and furniture are available for the children both indoors and outdoors together with places to relax at the end of the day.

Leadership and Management — Good

There is good leadership and management in the setting. The statement of purpose was updated during the inspection to reflect staffing changes and a copy sent to Care Inspectorate Wales (CIW). The statement is clear and complies with the relevant regulations. The person in charge benefits from the company's strong network, support, and processes. Suitable policies and procedures are in place and appropriate records are maintained. However, some policies need updating, such as the staff disciplinary policy and the medicines policy. Managers meet frequently to review procedures and make improvements. As a result, they respond to a priority by implementing improvements in a timely manner.

The people who run the setting manage staff effectively and work had to build a strong team and good partnerships. They ensure that child-staff ratios are maintained by keeping a central register of staff. However, staff to not sign in and out of the premises. They ensure that a strong culture of continuous professional development exists within the setting. Supervisory and appraisal meetings are held, and staff feel valued. They say that the management team listens to their views and team leaders give them good support. They share their experiences of good practice with colleagues from the company's other settings, which has a positive impact on their role. This has a beneficial impact on the experiences of children who attend the setting.

Unpublished final report

Self-evaluation is reflective and identifies strengths as well as areas for improvement through consideration of the views of others. Those responsible for running the setting are fully committed to improvement and they have welcomed the inspection as an essential part of their self-evaluation and planning for improvement. They are prepared to accept feedback and follow up on matters that come to their attention. Leaders have very strong links with the school. Leaders ensure that when there are concerns about children there are clear and effective procedures and protocols in place for sharing information. Partnerships with parents, carers and other stakeholders are very good. Parents told us that they are very happy with the setting and that their children enjoy attending it. They are very happy to recommend the setting to others.

Recommendations for compliance with the National Minimum Standards

These are not regulations but national minimum standards.

R1. Review the medicines policy and procedures, and ensure that the recording documents are fit for purpose.

R2. Ensure that staff sign in and out of the setting.

R3. Review policies to ensure complete clarity and that they are a current reflection of the setting.

Unpublished final report

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.

Unpublished final report

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No such failure to comply was identified during the 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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No such failure to comply was identified during the inspection.	N/A

Unpublished final report

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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