Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Clwb Gogerddan**

**Ysgol Rhydypennau**
**Bow Street**
**Aberystwyth**
**SY24 5AD**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



## Date Inspection Completed

22/07/2024

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# About Clwb Gogerddan

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Out of School Care |
| Registered Provider | Gogerddan Childcare Ltd |
| Registered places | 50 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | 10 April 2018 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture. |

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

For further information on ratings, please see the end of this report

## Summary

The children have a very strong voice and communicate confidently with each other and with staff. They develop strong relationships and express their views openly, knowing they will be listened to. The children are extremely happy and make purposeful choices and decisions independently.

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 excellent role models, and they build the confidence and self-esteem of the children in their care.

People who run the setting implement clear and effective measures to ensure children's safety. They are aware of their responsibilities and maintain clear risk assessments. However, processes to monitor safety certificates need reviewing. People who run the setting ensure children have access to a wide and exciting range of resources to foster their developmental skills and offer fantastic opportunities to play in a variety of outdoor spaces.

People who run the setting provide clear policies, in line with regulations and the National Minimum Standards. They have a strong vision for the future and ensure staff have ongoing opportunities to develop professionally. They are passionate about ensuring they offer very high quality care. They have developed strong relationships across the community and provide opportunities for a variety of guest speakers to visit the setting along with organising events for parents and their children.

## Well-being Excellent

Children communicate very confidently as their wishes and needs are fully considered. For instance, children were observed choosing indoor or outdoor play, selecting their activities and moving around freely. The children's feelings are very much acknowledged and valued. Children enjoy making decisions as they take part in activities such as making playdough, mixing, stirring and adding different colourings. One child turned to his friend and said, *“smell this play dough, it’s the best!”* Some children express themselves clearly using words and phrases. For example, at snack time, children choose their preferred food.

There is a very happy feel to each area of the setting, and it is clear that the children feel safe and content. Evidence was seen of enjoyment, chatter and laughter throughout the day. Children are settled and form close bonds with staff, which has a positive impact on their wellbeing and motivation. They smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at tidy up time. Children who attend the setting regularly throughout the year are familiar with the routines and are happy to support individuals who are new to the setting to settle comfortably. For example, groups of children invite others to join in and play their board game whilst others make room on the sofa for any children who need some company. The children’s caring nature towards each other is a real strength of the setting.

Children enjoy their opportunities to play. They show a keen interest and engage well in the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement as they explore different ways of coming down the slide. Most children concentrate for a significant amount of time and respond positively to encouragement from staff. For example, children played in the construction corner for nearly an hour, praising each other as they built a tower around the castle.

Children are developing their independence through the opportunities provided. They arrive in the morning and are able to hang their own belongings and follow a familiar routine. They access the toilet facilities freely and wash their hands independently. Expectations are age appropriate, for example, older children help with making toast whilst younger children butter their own bread.

## Care and Development — Excellent

Staff fully understand their roles and responsibilities to keep children safe and healthy. They are aware of the safeguarding policy and their duty to report concerns to the designated leaders. Staff are also aware of their individual duty to report to the local authority safeguarding team should the need arise. Staff participate in regular question and answer sessions in order to refresh their understanding of safeguarding. They keep appropriate records relating to accidents and incidents which are signed by parents. Staff are consistent in following good food hygiene procedures and staff who prepare snacks at the setting have completed suitable food hygiene training. They use the Public Health Wales (PHW) infection control audit to identify areas for improvement and inform their daily checklists. They are confident they are part of a team that cooperates carefully to ensure that the children's health and safety are a priority. There are robust cleaning and hygiene procedures and practices in place, where everyone takes responsibility and is very aware of rotas, but also identify and complete tasks as and when required. There is a sufficient number of staff who hold a valid paediatric first aid certificate and they regularly check the contents of the first aid kit and ensure it is well stocked.

Staff communicate extremely well with children and create a busy but calm and relaxed atmosphere. They are excellent role models for children and interact warmly and purposefully throughout the day. For example, they play outdoor games with the children, modelling positive behaviour and patiently explaining the instructions and aim of the game without taking over or leading the activity. Staff respond to children's requests and questions and interact with them in a kind and consistent manner. They are caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children’s behaviour. Staff move around the environment continuously and are always close by to support children and offer reassurance. Their interactions with each other and with the children demonstrate respect and children are happy and content. We heard staff thanking each other and speaking to each other with kindness, which was often overheard by the children. Staff confidently used distraction techniques when required and would always find alternatives if activities were unsuitable. For example, children wanted to experiment with rolling balls down a ramp, staff ~~do~~ did not hinder this curiosity but instead offered safer alternatives of the choice of balls to use indoors.

Staff have good knowledge of play-based learning and have the relevant childcare qualifications. They plan suitable activities to develop a range of skills and they support children well in their play. Some children at the setting, attend a Welsh medium primary school and the staff ensure they do their best to converse in Welsh when they can. Staff have also started to translate correspondence and information on request. Staff know the children well and are familiar with their likes and dislikes. They use this knowledge to meet children’s interests and needs effectively.

## Environment — Good

People who run the setting offer a clean, welcoming, warm and secure environment. The site offers an excellent level of security, and the setting is locked at all times. This gives children the freedom to move independently around their indoor areas and sections, as well as the outdoor areas. People who run the setting carry out daily safety checks and keep purposeful risk assessments which are reviewed as and when any additional measures are identified. They also keep effective fire risk assessments, and these are reviewed at least annually. People who run the setting have effective evacuation processes in place. Fire drills are conducted regularly throughout the year. Fire drills and accident records are evaluated and reviewed and as a result risk assessments are continually updated. However, safety certificates were not made readily available on the day of the inspection and processes for monitoring action points is in need of improvement.

People who run the setting offer a friendly and welcoming environment. They provide excellent spaces for children to play and socialise with each other and where they have the freedom to move around independently and safely. People who run the setting and staff prepare the play spaces carefully to allow children to have the best possible experiences. For example, indoors, there is a climbing frame and slide, a role play area, a construction corner, a craft and messy play area and a quiet area for reading and playing board games. Outdoors, people who run the setting have worked hard to provide a safe space which offers many stimulating areas and opportunities. For example, there is a hard surface for playing football, a large field where children are free to run, a wooden shelter where children can read and relax on a hammock and cushions, a forest school area and a garden full of vegetables. People who run the setting offer a space for children to arrive and hang their belongings and a separate foyer for parents to share messages. There are suitable toilets for children of all ages and they are in the process of addressing the odour in the corridor outside the clean toilet area. People who run the setting are working with the school and are currently looking into requesting an area which will provide a greater sense of belonging and ownership.

People who run the setting ensure there are a range of resources available both indoors and outdoors. Many resources are accessible, and children can access the majority of equipment which supports their independence. People who run the setting provide equipment and resources that are appropriate for the age and stages of children’s development. They provide the children with real life resources and furniture to create a home from home feel and to encourage curiosity and develop the children’s imagination.

## Leadership and Management — Excellent

People who run the setting are experienced and have a clear vision for the service. They share this, along with any successes, with the team of staff, parents and service users by providing clear policies and a statement of purpose which reflect the service. They are knowledgeable with regard to their regulatory responsibilities and are well organised in reviewing policies and checking that staff fully understand their duty of care. They have a complaints policy and procedures in place although no formal complaints have been received. People who run the setting ensure that all records are stored confidentially and that reviews are carried out in a timely manner. They keep staff files and registers up to date and correct. People who run the setting ensure that children's records include parental contracts, relevant information and permissions.

People who run the setting present an annual quality of care review, showing evidence of how they respond to feedback. They have effective arrangements in place for identifying strengths and areas for improvement. Leaders and staff are committed to improving the quality of provision and outcomes for children. People who run the setting distribute questionnaires and listen to the opinions and views of those who use and work at the setting. As a result, they work continuously to develop their service of care.

People who run the setting have established a team of staff who collaborate closely and effectively. Staff said the setting is a very happy place to work and that they work well together as a team. Staff commented they feel valued and are well supported by the management team enabling them to fulfil their roles and responsibilities effectively and confidently. Staff described their leaders as approachable, supportive and kind and this was further evidenced in written feedback which was shared during their annual staff award celebration. People who run the setting look after their staff and fully appreciate all their hard work. They ensure staff mandatory certificates are up to date and regular training is provided as part of their ongoing professional development. They ensure systems for appraisal and supervision encourage reflection, effectively enabling staff to set personal goals and continue to develop as an individual and a professional.

People who run the setting have excellent partnerships. They ensure communication systems with parents and carers are inclusive, and they keep them well informed. People who run the setting have strong links with a wide range of professionals, the community and other stakeholders. Partnerships with parents and carers are strong. Parents are complimentary of the setting and speak highly of the staff and of the care their children receive. The parents who we spoke to told us their children are very happy at the setting and enjoy attending and others shared their appreciation via emails in preparation for the staff awards. These messages of thanks and praise is testament to the hard work and dedication of all staff working at the setting. Umbrella organisations have also identified the setting as successful by submitting a nomination for apprentice of the year and by encouraging them to share their good practice with others.

| 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 | |

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 | To review the processes for monitoring safety certificates. |

| 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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