Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Abermorddu Kids Club**

**Ysgol Abermorddu**
**Cymau Lane**
**Abermorddu**
**Wrexham**
**LL12 9DH**



## Date Inspection Completed

07/09/2022

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# About Abermorddu Kids Club

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | ABC Daycare Nursery Ltd |
| Registered places | 40 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Post Registration |
| Is this a Flying Start service? | No |
| Does this service provide the Welsh Language active offer? | This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture. |

| | |
|---|---|
| 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 enjoy attending the club. They communicate confidently and choose how they spend their time. Children enjoy the activities available and playing and alongside their friends. They have opportunities to be independent, learn respect and cooperation.

Staff are caring and supportive towards the individual needs and interests of the children. They provide care that ensures children are safe and they promote a healthy lifestyle. Staff effectively interact with the children and provide opportunities to ensure children are kept interested and actively involved in an activity.

The environment is secure with appropriate procedures and policies followed to keep children safe. People who run the setting provide suitable spaces for the different care provided and the outdoors is utilised well. All areas are equipped with well maintained, age-appropriate resources and facilities.

People who run the setting are committed and have a dedicated team of staff that ensure they provide the best care possible. Policies and procedures are embedded, and self-evaluation is an ongoing process to ensure improvements are made where needed. Positive relationships are formed that benefit the children.

## Well-being Good

Children are confident to communicate as they know they will be listened and responded to appropriately and with interest from staff. They share their thoughts and ideas about the club and can freely choose where and what they want to play with. For example, children were involved in the most recent quality of care review and were asked what resources they would like for the club. Children make choices. For example, when deciding what they would like for snack from the foods available and asking for more if they wish.

Children show enjoyment and contentment at the club as they play with enthusiasm alongside their friends. Some of the children had only started very recently and settled quickly into the routines. Children are familiar with the environment which helps them feel relaxed. They have a good relationship with the consistent staff, happily playing alongside them or approaching them for comfort and support. For example, a group of children played alongside a member of staff when making pretend food with the play dough.

Children interact well and learn to understand and respect others. For example, younger and older children played cooperatively alongside each other, with older children offering help and support to the younger ones. Children treat resources with respect, helping to tidy up when asked to do so by staff.

Children enjoy the activities available and concentrate for appropriate lengths of time for their age and stage of development. For example, they were engaged for a good amount of time when completing a painting activity, choosing the paints and mixing them to make different colours. Children move around the environment freely, accessing areas and resources they want. They enjoy playing in groups, completing activities and games such as building cars from the construction resources and completing puzzles.

Children learn to be independent and attempt things for themselves before being offered or asking for support. They can access resources independently as they are stored at a suitable height. During snack time, children are supported to serve themselves and can access hand washing facilities independently.

## Care and Development — Good

Staff effectively implement policies and procedures to ensure children are safe. They understand the safeguarding policy and know the procedure to follow should they have concerns about a child. Children's attendance is recorded effectively, and it is clear which staff are responsible for caring for children during the sessions. Fire drills are conducted regularly so staff and children are aware of how to evacuate the premises if needed.

Staff promote a healthy lifestyle through effective routines and snack choices. For example, children were offered a range of fruits, crumpets and milk or water to drink. Tables are wiped before use and children and staff regularly wash their hands. Staff ensure children have regular opportunities to access the outdoor areas so they can be active and get fresh air.

Staff implement the behaviour policy consistently and deal with any issues quickly and calmly. They understand the different ages and needs of the children and tailor their care appropriately to ensure they provide effective behaviour management. Staff interact with the children in a way that supports them to feel relaxed and comfortable. They sit at the children's level playing alongside them and talking to them about their ideas and interests. Staff celebrate achievements and share these with others, giving the children a sense of pride. For example, when a child completed a picture and it was shown to others, the child smiled and showed great pleasure in their achievement.

Staff understand the needs and interests of the children. This allows them to effectively support children and provide appropriate resources and activities. Children with additional learning needs (ALN) are provided with suitable tailored support from staff who know them well. Staff regularly speak with the children about the activities and topics that interest them. This is then used when staff are planning. Staff give children the time and resources to follow their own interests and play. For example, when it started to thunder and lightning children watched outside with interest and staff stood with them talking about the weather.

## Environment — Good

The environment is a safe and secure space for children to play and learn. Access is through the main entrance to the school which is controlled by staff. All visitors are recorded appropriately. People who run the setting conduct regular checks and assessments of the environment to ensure it is safe and there are no hazards.

The environment is spacious, and the different areas used for the different sessions ensures children have the room to play and learn safely and appropriately. The classroom used for wrap around is effectively set up with age-appropriate areas of learning such as home corner and craft areas. The hall, used for after school care, is larger which ensures the extra number of children attending can have the space to play and move around without disrupting others. For example, there is room for tabletop games and activities, room to play on the floor and some space for children to be more active in their play, such as playing tag with each other. There are different outdoor areas available for children to access. For example, the children attending wrap around have the use of a yard and field area. This is sometimes shared with the school and children effectively interact and share the space, knowing what spaces they are allowed to use. People who run the setting ensure children attending after school have access to the school yard and field, so they have opportunities to play outside. The outdoors is utilised effectively and frequently.

People who run the setting ensure children have access to suitable resources that are appropriate for their age and stage of development. Most resources are easily accessible for children. In the after-school club the resources are put out by staff, but children are confident they can ask for items they want that are not available. Furniture and facilities such as the toilets are of a suitable size so children can be independent and comfortable. Natural materials such as water and loose parts are available, and children enjoy developing their knowledge through their play. For example, children had a lot of fun blowing bubbles and learning that if they waved the bubble wand around the wind would make the bubbles.

## Leadership and Management — Good

People who run the setting are committed to ensuring they provide an effective service. The statement of purpose is informative and contains all the required information. This allows parents to make an informed decision of whether it is the right care for them and their child. Policies and procedures reflect the setting and current practice and are embedded by staff. People who run the setting are fully aware of the regulations and national minimum standards and endeavour to meet or exceed them where possible.

People who run the setting understand the need for, and importance of, conducting reviews of the care and service they provide. They collect the views of parents through questionnaires. Children's views are collected in several different ways according to their age and stage of development. For example, verbal opinions are gathered from children where possible and staff also observe the children to gain their thoughts and ideas. All the collected information is then reviewed and used to produce a quality of care review and plan for improvements. For example, during the last year, the setting have purchased PE equipment for the children to use outdoors.

People who run the setting have a dedicated team of staff who work very well together. They understand their roles and responsibilities, including what is expected of them during a routine day. This allows the sessions to run smoothly. There is a robust recruitment process in place. This ensures all the correct information is gathered, checks are complete, staff have the correct training and experience, and all are suitable to care for children. The close working relationship between the staff is a strength of the setting and ensures the best care possible is provided.

The setting has a close working relationship with the school in which they operate. They share space and resources effectively. This relationship has a positive impact on the children as it helps with transition when the children start full time school as they are already familiar with the staff and environment. People who run the setting and staff also have close working relationship with another nursery. This has a positive impact on the children as they already know the staff which allows them to settle quickly and be more comfortable. Staff ensure parents are kept informed about their child's day and experiences through the setting's App and through discussions at the end of the day.

## Recommendations to meet with the National Minimum Standards

| 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. 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 non-compliance of this type was identified at this inspection | N/A |

| 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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