Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Blessed William Davies Playclub

Bodnant Crescent
Llandudno
Conwy
LL30 1LL

Date of inspection: June 2024

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Blessed William Davies Playclub

Name of setting	Blessed William Davies Playclub
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Lucy Phillips
Person in charge	Claire Marshall
Number of places	19
Age range of children	2 – 11 years
Number of 3 and 4 year old children	
Number of children who receive funding for early education	8
Opening days / times	8.50 to 17.45 Term time and holidays.
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	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.’
Date of previous CIW inspection	July 2021
Date of previous Estyn inspection	28/06/2016
Dates of this inspection visit(s)	11/06/2024

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure interactions challenge children appropriately

R2 Improve the quality and use of observations and planning to ensure that children make progress effectively

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Children are happy and settled and express what they want to do. They move around the activities freely and can choose for themselves. They follow their own interests and enjoy exploring their environment. They make suitable choices about how and where they play which enables them to develop their ideas.

Children feel secure, settle well and play alongside their friends confidently, helping them to develop a strong sense of belonging.

They feel at home with the daily routines, for example they drop off bags and lunch boxes and hang coats on their hooks successfully. They develop strong relationships with practitioners, whom they happily go to for support and greet them warmly when they arrive at the setting.

Nearly all children interact with each other exceptionally well. For example, two children work together to carry a heavy box full of construction bricks, their pride evident when they put it back safely on the shelf. They are kind and thoughtful to each other, share toys and work collaboratively to tidy up resources at the end of the session. They consider how to improve and often join in to help. They listen to practitioners and, when asked, come to clean their teeth. They are happy and busy and say they like coming to play. They concentrate well when discussing the differences between cauliflower and broccoli.

Nearly all children are active, engaged learners who enjoy their opportunities to play and learn. They show they are curious about the world around them. For example, they explore the garden to find worms and other insects and take care of their pet snail. They enjoy opportunities to develop their physical skills by carrying water to where it is needed in the garden for their plants. Children work together highly effectively to make an impromptu marching band with their favourite musical instruments.

Most children develop independent skills well. They chop fruit for snack and add marshmallows to make kebabs with minimum support. They discover what it is like to paint with colours which are frozen onto twigs independently. Their language is developing effectively through interesting activities and conversations with each other and practitioners. Children are becoming increasingly familiar with using simple Welsh phrases and by joining in with songs.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

There is no report on children's learning. This is because the number of three- or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners support children's health and well-being effectively. They attend a suitable range of courses and follow good practice relating to safeguarding children. They know what to do if they have concerns about a child. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Practitioners ensure that children wash their hands, reminding them gently before eating. They ensure that water is always available for children to drink. Children's records are fully complete, including health care needs. Practitioners complete a register detailing attendance, and minor injuries are noted and brought to the attention of parents and carers appropriately.

Practitioners are sensitive, thoughtful and patient in their interactions with children. They use positive behaviour management strategies to support children and meet their individual needs effectively. For example, they compliment children for good sharing and problem solving, which encourages them to persevere in tasks for longer periods of time.

Practitioners develop positive relationships with parents. They allow plenty of time at the start and end of the session to speak to parents and update them on any relevant information. Practitioners know children well and provide a high level of care. They adapt the provision to respond to the children's individual needs effectively. Practitioners promote children's play, learning and development and support their individual needs highly effectively.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most practitioners have a good understanding of how children learn through play. They use this knowledge to support children in the development of their communication skills effectively. For example, they use signing, which supports those children with poor communication skills well. They are good language role models and extend children's language through the introduction of new vocabulary as they play.

Practitioners provide an effective range of resources in a warm and welcoming environment, which allows children to make choices. They consider how they use the environment and resources carefully. For example, the introduction of loose parts into the role play sweet shop resulted in children extending their interest for longer.

Practitioners offer a wide range of mark making tools and collage materials, which support children's creative and physical skills appropriately. They model mark making and celebrate children's attempts at creativity well. Practitioners provide resources to develop children's physical skills suitably, for example large tools such as spades for children to dig and small items such as sprinkles in the dough.

Practitioners provide worthwhile opportunities for the development of children's numeracy skills. They encourage children to count items in a favourite book and use the language of size appropriately when they make ice creams with dough. Most practitioners ask suitable questions of children during play to engage them in conversation. However, they do not always consider how they can use these opportunities to extend or challenge children's learning well enough, for example adding money to the shop.

Practitioners are highly effective in supporting the development of children's spiritual, moral and social skills. As a result of their kind and consistent support, children are extremely well behaved and play well together. They are encouraged to be fair and take turns. Practitioners know their families well and provide valuable opportunities for children to learn about the cultures of other children attending through books and multicultural dolls.

There are a few worthwhile opportunities to develop children's digital skills. For example, practitioners provide remote control toys for children to programme and tablets for them to take photographs and videos of their work and activities.

Practitioners provide valuable opportunities for children to hear Welsh during their play. They sing songs and read Welsh language books linked to their activities. Practitioners encourage children to use familiar vocabulary, such as the weather and the days of the week and to respond to daily greetings. There are suitable opportunities for children to celebrate the history and culture of Wales. For example, practitioners talk to the children about local sights such as the Llandudno goats and Conwy castle and they paint daffodils on St David's Day.

The setting is developing a more responsive approach to planning and practitioners work together to plan learning opportunities in the environment effectively. They respond to children's interests by adapting the provision as required. Practitioners take useful notes of children's learning and achievements. However, these are not completed on a regular basis and so do not support practitioners to gather a picture of progression over time well enough.

Environment: Good

Leaders ensure that the environment is safe for the children to use. For example, the main door is locked, and visitors access the play club through the school. The garden and field are secure, making the premises secure from unauthorised access. Risk assessments identify and eliminate any potential hazards effectively. Leaders ensure an effective level of daily hygiene, through a regular cleaning schedule and good attention to infection control. The premises have an effective heating system, natural light, and bright decoration, which creates a warm and homely atmosphere. Regular fire drills are carried out and recorded, which ensures that leaders are aware of how to evacuate and keep the children safe in the event of an emergency.

Leaders provide an effective learning environment with plenty of space for children to play. Suitable tables, chairs and rugs enable a choice of different levels to enjoy their play and learning together. Children's work is displayed, which gives them a sense of achievement and belonging. Leaders ensure that children are well cared for in a highly supportive and relaxing learning environment, which considers their interests and individual needs well. The setting is organised appropriately to allow children to have easy access to activities and the areas of the provision. This in turn helps to develop their independent skills well. Leaders have enhanced the learning environment using natural resources and recycled materials that encourage children to use their senses.

Leaders ensure children have access to a range of resources that are of good quality to help children to learn. They enhance the areas of learning appropriately. For example, they provide real life kitchen equipment, such as metal utensils and pots in the outdoor mud kitchen. They provide designated outdoor areas for digging to develop children's physical skills alongside a range of loose parts that help to enhance children's play and make learning fun.

Practitioners provide a suitable range of resources and toys to reflect the diverse nature of Wales and its families, through the use of toys, stories and books.

Leadership and management: Good

The setting has a clear statement of purpose, which outlines how it operates and what is has to offer. Practitioners are well qualified and experienced in working with young children. They are developing a better understanding of the Curriculum for Wales, making effective use of grant funding to attend training suggested by the local authority. This has been successful in helping to develop their environment and teaching methods.

Leadership is effective, there is a clear vision, which is communicated to all staff well. This has helped to create a positive and happy environment for children, practitioners and parents. Leaders have developed close links with the local school and have created a joint approach to children's transitions as they move onto their next stage of learning. The settings policies and procedures are effective and are updated regularly.

Practitioners work diligently alongside leaders and are supported well in their roles. They feel highly valued and are comfortable in approaching leaders. Leaders have developed a highly effective system for evaluating staff performance. As a result, practitioners are keen to develop their own skills and commit to ongoing training that helps them develop their skills and knowledge.

Leaders have established thorough and effective processes for self-evaluation, which provide them with a good understanding of the strengths and development needs of the setting. These are successful in improving learning opportunities for children. For example, practitioners have undertaken professional learning, which has developed their confidence in using Welsh. As a result, children's understanding of Welsh has improved.

The setting leader and practitioners work successfully with outside agencies such as speech and language therapists, the Child Development Centre and the local authority advisory teacher. These partnerships are effective in ensuring that all children make good progress from their starting points.

Transition arrangements between the setting and the school are highly effective. There is consistent communication between practitioners and school staff. Children benefit greatly from this and transition to school nursery is effective. There are enhanced arrangements for children with additional learning needs. This is a particular strength of the setting.

Parents are kept informed about their child's progress through informal chats with the setting leader at the start and end of the session and at key times in their child's learning journey, for example through the sharing of initial assessment reports and through discussion about their child's current interests.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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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	

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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