Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Coastlands CP School Club

Trewarren Road
St Ishmaels
Haverfordwest
SA62 3SZ



Date Inspection Completed

19/03/2024

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About Coastlands CP School Club

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Governing Body of Coastlands CP School
Registered places	17
Language of the service	English
Previous Care Inspectorate Wales inspection	This was their first inspection following registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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 have a 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. Children are happy, settled and make purposeful choices and decisions.

Staff fully understand and follow policies and procedures to promote healthy lifestyles, safety and personal well-being. Staff are kind and caring towards children and provide a nurturing setting. They promote a child led and 'in the moment' ethos to ensure children's interests and curiosities are developed further. Staff show genuine passion in their roles.

The people who run the setting have good measures in place to ensure the environment is safe, secure and well-maintained, indoors and outdoors. They ensure children have access to a broad range of resources and equipment to nurture children's developmental skills.

The people who run the setting are eager to provide an effective service for children and their families. They have a clear statement of purpose which provides an accurate picture of the setting. The people who run the setting actively support and challenge everyone to do their best and set high expectations.

Well-being	**Good**

Children are happy, settled and have a strong sense of belonging at Coastlands CP School Club. Children have formed strong, close relationships with their peers and staff. They are confident and engaging communicators. They enthusiastically engage with their friends and frequently approach staff to share ideas. For example, they happily approached us (CIW) to ask questions and chat. They are familiar with routines as well as the ethos of the setting. One child told us, *“I love it here. My favourite food is wraps. I enjoy painting and playing tractors.”*

Children’s voice is strong. Throughout the visit, we heard children’s voices being actively acknowledged and respected, for example when asking for additional sheets of paper whilst painting. Children choose how they spend their time at the setting. Some children choose to play with a collection of small vehicles on the yard, whilst others move from area to area exploring the resources made available to them. During snack time, children confidently state what they’d like to eat and get to choose which colour bowl they’d like. We heard children state *“I want a crumpet with jam please.”*

Interactions between children and adults are consistently positive and nurturing, and children cooperate enthusiastically. Children express empathy and care towards each other and listen carefully to one another. For example, we saw children show genuine care towards one another during snack time by ensuring their friend had a place to sit at the table. We heard a child say, *“Come and sit by me.”* Children cooperate, take turns and share. An example of this is when we observed a small group of children creating a ramp and tunnel for the play cars to travel through.

Children immerse themselves in their play, using language and developing their skills across all areas of development through purposeful resources made available to them. We saw two children mixing different coloured paints. The child proudly told the staff member, *“It’s green and orange and I’ve made brown. Look.”*

Children experience interesting, developmentally appropriate opportunities that promote their all-round development. During our visit, children chose the activities they wanted to do from the resources available. Nearly all children are busy and active in their play. We saw a child using their imagination to set up a role play of ‘my house’ from the wooden structure outdoors.

Children have good opportunities to develop their independence skills throughout the session, enabling them to do things for themselves successfully. We saw children pour water and milk from jugs into their cups, use the toilet independently as well as work together as pairs to return boxes of resources following tidy up time. Children were also confident accessing resources and moving freely around the indoor and outdoor environments.

Care and Development — Good

Staff have a comprehensive understanding of the setting's policies which they consistently implement to promote healthy lifestyles, personal safety of children and ensure children's well-being is a priority. They effectively manage any risks as they arise, for example reminding children to be careful as they go under the picnic tables to make dens after school as well as the use of 'walking feet' indoors. Staff speak respectfully with children, show interest, pleasure and care in all that they do. Staff managed children's behaviour well during the visit. Staff are kind and caring and celebrate children's achievement verbally as well as visually with stickers.

Staff are motivated and enthusiastic and offer children consistent support in their play, learning and development. Staff support children as they freely explore their environment. They are very attentive to children's own chosen play and the setting, as a whole, is very child-led. In the moment planning is used successfully to follow children's interests, for example a child wanted to mix paint colours to create new colours, whilst an older child confidently stated they wanted to write a poem after school.

Staff have a thorough understanding of their responsibilities to protect children. They confidently answer child protection scenarios and have sound knowledge of safeguarding procedures. Staff supervise children effectively. For example, they position themselves well, whilst supervising children during outside play. They are aware of children's allergies and their individual needs. Accident and incident records are recorded via the school app and shared with parents verbally. The person in charge told us parents are required to acknowledge notifications of accidents via the school app. Staff follow sufficient hygiene practices. They ensure regular hand washing and wiping of surfaces; however, we did not observe the use of aprons and gloves when handling food.

Staff are committed to providing a range of play and learning activities. We saw staff supporting and extending children's vocabulary and understanding in their play and learning, for example, during snack time, staff asked questions in relation to the jug being full and empty. Staff do not plan formal activities. However, they ensure activities offered are in line with the theme followed at the school. Overall, they are committed to providing a good range of play and learning activities and opportunities.

Environment Good

People who run the setting have comprehensive measures and procedures in place to ensure the setting is safe for children. The setting is clean, tidy, well maintained and very welcoming. The premises both inside and outside are secure and people who run the setting ensure they keep a record of visitors. Effective risk assessments and safety checks are in place. They ensure staff and child ratios meet the National Minimum Standards. Overall, fire drills are practised by children attending the provision as they are present throughout the entire day. However, recent fire drill records did not evidence fire drills practised during the afternoon and did not include the number of staff and children present. Following the inspection visit, the leader confirmed new records have been created to include the numbers present.

People who run the setting ensure spacious facilities for the provision. There are designated indoor and outdoor play spaces for children to move freely, within the respective areas. They ensure the environment meets the children's needs well. The outdoor play space is used as an integral part of the provision. The secure outside allows for a range of resources and play equipment, with direct access from their room. They have use of a large playground, field, and adventure activity area.

The indoor areas are clean, open, airy and well-lit, offering many different areas for play. Resources and toys are of good quality and clean. Staff do not currently keep a written record of when toys and resources are deep cleaned. Areas are well arranged and presented with care, offering purposeful opportunities for good learning experiences, encouraging curious leaners to explore with, for example a collection of natural materials such as shells and pinecones in the mud kitchen. Children have considerable freedom to safely explore their indoor and outdoor environment. Children are able to enjoy a free flow environment and choose for themselves if they want to play inside or outside. Children also choose from several learning areas to explore such as mark making area, role play, sensory play as well as physical play.

People who run the setting provide good quality furniture and resources that are suitable for the developmental needs of all children. The setting uses a variety of natural and real-life resources, for example children had access to metal pots and pans and stirring equipment. Staff told us multi-cultural resources are available and they do celebrate Chinese New Year, Ramadan, and Diwali. Overall, equality and cultural awareness are promoted well.

Leadership and Management — Good

The Responsible Individual and designated people in charge are committed to ongoing improvements and work efficiently as a team. They review policies and procedures and ensure these are put into practice. All the required records are accurately kept and maintained. Staff signing in and out records were implemented during the inspection, to ensure clear records of who is always working with children. People who run the setting engage well with CIW and act promptly on recommendations.

There is a culture of continuous professional development. Staff state they feel supported by management and have plenty of opportunities to develop. An effective and meaningful self-evaluation process is implemented. The setting's quality of care report reflects the service with staff and children's views being listened to.

The people running the setting support staff well. They carry out regular supervision and appraisal meetings and plan for staff development. All staff we spoke to said they are very happy working at the setting and feel well supported by leaders. During the visit, not all suitability documentation was available for viewing. We were sent evidence of all suitability checks following the visit and leaders confirmed all documentation is now stored within staff files and kept securely and confidentially.

The people running the setting have good partnerships with parents and share information via an app. They also keep parents informed verbally. The parents we spoke to are happy with the setting. Feedback included, *"They are a life saver as a working parent. My children love it and are sad when there is no club. They get a healthy snack here and we received a pack with the policies and procedures. Really happy with everything. They're really flexible."* One parent felt they would benefit from more information in relation to what their child had eaten as well as a general overview of their afternoon at the setting.

The people who run the setting have strong links with the school they are based within. The people who run the setting and staff make a conscious effort to promote the Welsh language through incidental use of the language and bilingual signage.

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

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Consider the use of personal protective equipment when preparing and distributing food
Ensure fire drills are carried out in the afternoon and records include the number of staff and children present.
Ensure records are kept evidencing cleaning and sterilisation of toys and resources.

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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