Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Twm

Ysgol Twm O'r Nant
Ffordd Rhyl
Dinbych
LL16 3DP

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/11/2023

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About Clwb Twm

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Clwb Twm
Registered places	72
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is the first inspection since re-registration.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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

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

Summary

Children are happy and express enthusiasm and enjoyment in attending Clwb Twm. They have a sense of belonging, forming friendships and are familiar with the daily routines. Interactions between children and staff are consistently good and children co-operate well. Children are actively interested and engaged in their play and learning experiences. They enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. Children have many opportunities to follow their own ideas and interests. They are developing their independence skills appropriately.

Staff promote healthy lifestyles; they have a good understanding of their role and responsibilities to keep children safe and healthy. They have a friendly approach to care giving, they value children's efforts and take delight in their achievements. Staff are responsive to children's interests and organise a variety of experiences.

The people running the setting ensure the environment is welcoming and clean. They make sure toys, resources and equipment are age appropriate and of good quality. There are plenty of opportunities and resources for children to develop their physical and co-ordination skills both indoors and while playing outdoors in the fresh air.

The people running the setting manage the service appropriately. They have built a staff team who work well together. The people running the setting have developed positive partnerships with parents and carers. Recommendations have been made to aid further improvements in future.

Well-being — Good

Children have good opportunities to make choices and decisions about what affects them. They interact positively with their friends and those caring for them.

Children are confident communicators as their wants, moods and needs are considered. They express themselves well. For example, children were keen to introduce themselves and talk about what they like to play with. They spoke animatedly about participating in a variety of craft and outdoor experiences. A child said excitedly '*mae'r go carts yn brilliant!*'. Children's polite requests at snack time for more food or drinks were responded to by staff in a timely manner.

Children are familiar with the daily routines and prepare themselves well for outdoor play and home time. They approach staff with ease to make their requests and eagerly invite them to join in with their play.

Children interact positively with their friends and those caring for them. They enjoy the social occasion of snack time and sit nicely at the table using good manners. Children are learning about kindness. For instance, an older friend held their younger's friend hand and encouraged them to kick the football into the goal. This made the younger child happy, and they were delighted with their achievement. Children are learning to take turns and co-operate well together. For instance, during a game of golf, children took turns to putt the ball into the hole and encouraged their friends to have a go. They organised their own games of ping pong and football and asked staff politely to help them keep score.

Children are active and curious learners. They enjoy a variety of indoor tabletop activities such as puzzles, games, and craft. Children maintain concentration appropriately to complete them. They develop their imagination well playing in the home corner using a range of related props to pretend to make a teatime scene. Children enjoy playing outdoors in the fresh air organising their own obstacle course with a selection of natural and recycled resources. They help each other to walk across the obstacle course and this develops their physical and co-ordination skills well. Children had lots of fun, whizzing around the yard on scooters, go carts and bikes.

Children develop their independence suitably. However, during snack time children are not afforded the opportunity to serve themselves snacks and drinks. The responsible individual acknowledged this and said they are working on ideas to improve the snack time experience. They are learning to do most things for themselves with positive encouragement from the staff. For instance, children collect their personal items and organise themselves appropriately in readiness for home time.

Care and Development — Good

Staff know the children well. They support children to speak and express themselves with confidence and provide them with a consistent timely response to their requests. Staff have a warm and friendly approach to care giving.

Staff have an appropriate understanding of safeguarding procedures and consistently record children's and their own attendance as part of their wider safeguarding practices to ensure children's safety. Staff understand and implement policies and procedures to promote healthy lifestyles positively. They provide healthy snacks with an option of milk or water for children to drink. Staff encourage children to wash their hands helping them to develop their personal hygiene practice effectively. They encourage children to develop their physical skills while playing outdoors in the fresh air. Most staff have completed mandatory training suitable for the age range of children being cared for.

Staff record accidents and incidents but not all of these are signed by parents and carers to evidence they are kept informed. Staff conduct regular fire drills, so children and staff know what to do in the event of an emergency. They record the outcome of the fire drill to aid improvements in future practice.

Staff encourage children to co-operate and be kind to their friends. They provide a warm and welcoming environment and make sure children are provided with reassurance and comfort when needed. This creates a relaxed and happy atmosphere. Staff are responsive and sensitive to the individual needs of all children.

Staff have a responsive approach to activity planning and focus on children directing their own play positively. Staff are consistently engaging with children during their activities. Photographs showed children participating in a variety of interesting experiences to raise their awareness of their Welsh heritage and wider festivities. For example, children made love hearts to celebrate Santes Dwynwen, decorated biscuits and made craft rabbits and chicks for Easter and decorated a Christmas Tree. Other photographs showed children participating in activities organised by the Urdd Gobaith Cymru and experiencing sensory play with a range of recycled materials.

Environment — Good

The people running the setting provide a welcoming, friendly, and clean environment where children can play independently.

The people running the setting ensure risk assessments appropriately identify the potential hazards to children and the measures in place to manage these risks. The people running the setting manage access to the premises via the hosting school electronic system to record visitors, however, the setting does not have their own visitor book to keep their own record of visitors attending the setting. They ensure staff supervise children well during their indoor and outdoor experiences. The people running the setting make sure staff implement good cleaning routines. Information is available to everyone about how they will deal with emergencies.

The people running the setting make sure the layout of the play area promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. Play areas are spacious and attractively organised with good quality toys, resources, and furniture suitable for the ages cared for. Areas for rest are presented nicely and invite children to have some quiet time to read books.

The people running the setting make sure there are plenty of resources to develop children's language, numeracy, and self-awareness skills. They ensure children have easy access to recycled and sustainable resources to further develop their sensory skills and curiosity. The people running the setting make sure there is a designated area for children's personal items, which creates a sense of belonging.

Recent investment in the outdoor play area has created an attractive play space with a choice of good quality equipment and resources to help develop children's physical and co-ordination skills. There are some opportunities for children to learn about the natural world by planting and growing flowers.

Leadership and Management — Adequate

The people running the setting manage the setting appropriately. They have built a staff team who are enthusiastic. The responsible individual is hard working and dedicated towards creating better outcomes for children. Recommendations have been made to aid improvements in future.

The people running the setting have a satisfactory statement of purpose that reflects the service provided. However, they have not reviewed their policies regularly to ensure they contain up-to-date information. For example, the safeguarding, and food and nutrition policies were not reflective of current Welsh legislation and guidance. Following our visit, the responsible individual took immediate action to update both policies and confirmed the other policies and procedures are currently being reviewed. The people running the setting have submitted the assessment for service statement. They notify Care Inspectorate Wales (CIW) of significant events which impact on children's welfare. The people running the setting set clear expectations and they manage their teams appropriately. They have a good understanding of their responsibilities to promote the Welsh language. The people running the setting meet the obligations of the Active Offer of the Welsh language and culture.

The people running the setting have completed a report reviewing the quality of care. They have drawn on the comments gathered from children and parents to highlight what the setting does well and what requires improvement. However, they have not included the comments of staff or other professional agencies to fully evaluate the setting.

The people running the setting have ensured the Disclosure and Barring Service (DBS) certificates for those working at the setting are current. They have ensured all the required information has been gathered in children's individual records. At our visit, not all the required information was present in the staff member's employment files to verify their identity. The responsible individual confirmed they had seen the required documentation but had not kept it or recorded a statement in the file to say they had seen it. Following our visit, the responsible individual took immediate action to address this matter and submitted satisfactory evidence to CIW. The responsible individual discussed the process of staff induction, but this had not been recorded for each staff member. The responsible individual explained that supervision of staff is conducted informally via observations of their practice and through discussion with staff. However, there are no records of these discussions to evidence staff are being provided with regular and meaningful supervision to discuss their welfare, practice, training needs, safeguarding and professional development. The responsible individual presented a sample of recorded annual appraisals conducted with staff. The people running the setting record safeguarding concerns, but they do not keep a record of the outcome and what action has been taken. Staff spoken to said they enjoy working at the setting and the people running the setting are approachable.

The people running the setting have built positive partnerships with parents and carers. Parents and carers said they are ‘very happy’ with the setting, their children are happy to attend, and staff are ‘brilliant’, providing parents and carers with daily updates. The people running the setting have built positive partnerships with the hosting school and are developing ideas to further develop engagement with the local community to improve children’s awareness of their local surroundings and improve their social skills.

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)
Standard 5 - Records	Ensure all accident and incident records are consistently dated and acknowledged by parents and carers to evidence they have been kept informed.
Standard 5 - Records	Ensure the recorded safeguarding concerns include the action taken and outcome.
Standard 13 (Day Care) - Suitable Person	Formalise one-to-one supervisory discussions with staff to evidence they have had an opportunity to discuss their welfare, performance, training needs, safeguarding concerns and professional development. Include information about staff induction in their individual staff employment files to evidence staff have been provided with information about the setting, their roles and responsibilities.
Standard 18 - Quality assurance	Include the comments from staff and other professional agencies to fully evaluate the setting when writing the report to review the quality of care.

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)
Ensure all policies and procedures are reviewed regularly and contain reference to current Welsh legislation and guidance.

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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