Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Y Ddraig @Ystrad Mynach

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Bethany United Reformed Church
Lisburn Road
Ystrad Mynach
CF82 7AS

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/10/2023

About Clwb Y Ddraig @Ystrad Mynach

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Clwb Y Ddraig CYF
Registered places	29
Language of the service	Both
Previous Care Inspectorate Wales inspection	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.

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

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

Summary

Children are happy and engaged at the setting. They form close, warm relationships with staff and interact nicely with each other. Children choose to participate in activities that result in a good feeling and enables them to develop their skills.

Staff keep children safe and healthy. They are professional, appropriately qualified and enjoy their work. Staff are kind, caring and interact well with children. However, the use of Welsh is under-developed. Staff provide play activities that develop the children's skills and follow children's interests.

The people who run the setting ensure the premises are secure. Risk assessments and daily checklists are in place; however, these are in need of review and maintenance checks have not always been completed in a timely manner. The people who run the setting provide suitable resources to meet the needs of the children.

The leadership and management of the setting is effective. The people who run the setting manage staff well and ensure they have opportunities for professional development. There are suitable policies and procedures in place. The people who run the setting keep appropriate records. Partnerships with parents are good.

Well-being — Good

Children are happy and settled at the setting. They know the staff well and readily approach them for guidance and comfort. Children have a good sense of belonging and are familiar with daily routines. They know what resources are available to them and where they can play. They enjoy sociable mealtimes, chatting happily with their friends and staff.

Children have opportunities to make choices. For example, they choose between the craft activity on offer or a variety of free play activities. They have input into the planning of the activities and, as a result, children know their opinions are valued. Children know they will receive help or support if they ask for it. For example, one child asked for support to dress a doll they were playing with.

Many children interact positively with their friends and with those caring for them. They are able to wait their turn during snack time. Children are learning to form friendships in line with their age and stage of development. Many play happily together or alongside each other. We saw children work together during a craft activity; older children helped younger ones. Most children take turns and share resources successfully.

Children enjoy the activities on offer. They are free to explore their environment and spend time on activities that interest them. Children concentrate for appropriate periods of time during craft activities, imaginative play and games. They are inquisitive and keen to show adults what they are learning. For example, some children wanted to show us a book about making friends and asked us to read it with them.

Children are developing their independence through the opportunities provided. They arrive happy, hang their belongings, and follow a familiar routine. They access the toilet facilities freely and wash their hands independently.

Children are happy and express their enjoyment and enthusiasm for the setting. They tell us that they enjoy playing outside, snack and craft activities. For example, they enjoy eating marshmallows outside with their friends. They have regular opportunities to follow their own interests. During our visit, a group of children chose to use various recycled materials to create their own imaginary role play scenarios and were very engaged in this activity. Children tell us that they enjoy playing outside, snack and craft activities. For example, they enjoy marshmallow eating outside with their friends.

Care and Development Good

Staff 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 people who run the setting. Staff are also aware of their individual duty to report to the local authority safeguarding team should the need arise. They keep appropriate records relating to accidents and incidents which are signed by parents. Staff are consistent in following good food hygiene procedures and all staff have completed food hygiene training. They use the Public Health Wales (PHW) infection control audit to identify areas for improvement and inform their daily checklists. All staff are first aid trained, however, not all staff hold a current paediatric first aid certificate. We discussed this during the inspection and the responsible individual confirmed that all staff are booked on to paediatric first aid training within the next month. Staff ensure that first aid kits are available for outings as well as at the setting. They regularly check the contents of the kits and ensure they are well stocked.

Interactions between staff and children are positive. Staff interact in a kind and caring way with children, giving them individual attention. For example, we heard staff providing encouraging words and praising children for their achievements whilst playing the piano and completing their craft activity. Staff engage in children's interests by supporting them effectively in their chosen play activities, such as making paper lanterns. They implement positive behaviour strategies and are sensitive to the needs of individual children. Staff have an understanding of the behaviour management policy's aim to promote positive behaviour through praise and positive language. The majority of staff are skilful in implementing these strategies. For example, we saw staff speak quietly with a child, explaining what needs to happen now and next.

Staff have a good knowledge of play-based learning and plan activities to develop skills. They support the choices of children, allowing them to have opportunities to follow their own interests in their play. Many children attend the Welsh-medium primary school and the setting states in their statement of purpose that they are a bilingual setting. However, the use of incidental Welsh is not consistent and there is a lack of Welsh language resources to support the children's language development and to promote Welsh culture. Staff know the children well and are familiar with their likes and dislikes as well as their individual needs. They use this knowledge to meet children's needs effectively. For example, they adapt the activity planning to support children that are new to the setting.

Environment — Adequate

The people who run the setting ensure the premises is secure by locking the external doors and gate. A bell is in place for parents to use at collection times and children's registers are kept. Visitors are asked to sign in and out, including their arrival and departure times. The people who run the setting complete risk assessments for indoor and outside areas and these inform daily checklists that staff use. However, these do not always identify risks. For example, we saw broken plant pots with sharp edges, a ripped sofa and broken locks on doors to storage areas. Insurance certificates are valid, as well as the majority of routine safety checks for the building and appliances, such as fire alarms and equipment. However, not all checks are completed in a timely manner and in line with the risk assessments. An electrical safety certificate for the building was not available and the PAT testing has not been completed yearly as identified in the risk assessment. We have not taken any action on this occasion as the responsible individual arranged for the check and subsequent work to be completed shortly after our inspection visit. The people who run the setting organise fire drill practices and these are timed, dated and evaluated.

The people who run the setting ensure the indoor play space allows the children to move freely. The area is spacious and provides children with suitable spaces to play, eat and relax. Children's toilets are easily accessible and provide for children's privacy and dignity. The people who run the setting ensure that children have sufficient access to a small outside area at set times which allows access to fresh air. However, the outdoor activities provided are not always suitable for the number and age range of children attending the setting. The people who run the setting continue to identify targets for improvement to the environment, both indoors and outdoors. They have secured a grant and have plans in place for developments. The people who run the setting provide opportunities for children to develop their independence. For example, children take responsibility for their belongings by hanging them on the low-level pegs provided. Children's ideas are displayed which supports the children's sense of belonging.

The people who run the setting ensure there are a range of resources available in a play environment. Many resources are accessible, and children can access the majority of equipment which supports their independence. The people who run the setting provide equipment and resources that are appropriate for the age and stages of children's development. They also enhance children's personal and social development by allowing children access to multicultural toys and books. The recycled materials that they provide promote the development of children's imaginative play. For example, children use large boxes in a role play situation. These resources, as well as the real-life resources provided, facilitate the play and learning opportunities.

Leadership and Management — Good

The leadership and management of the setting is good. The people who run the setting liaise with Care Inspectorate Wales (CIW) in a timely manner. They ensure the statement of purpose complies with the relevant regulations and meets national minimum standards. There are suitable policies, procedures, and records in place. The person in charge benefits from the company's strong network, support, and processes.

The people who run the setting manage staff effectively and work hard to build a strong team and good partnerships. They ensure that there are enough qualified staff to care for children and that the adult to child ratio is maintained. Plans are in place to expand the team to provide more staff to support the children attending the setting. The people who run the setting ensure staff have the appropriate experience and qualifications, and an induction process is in place for new staff. As a result, staff understand their roles and responsibilities well. The people who run the setting reflect on practice and they value the contributions of staff in this process. They provide regular opportunities for staff to offer their views informally and in one-to-one supervisions. Staff told us that the people who run the setting are approachable, supportive, and value them. The people who run the setting ensure a strong culture of continuous professional development exists within the setting.

The people who run the setting complete the annual quality of care review and report. They seek the views of the staff, parents and children on the setting. Self-evaluation is reflective and identifies strengths, as well as areas for improvement, through consideration of the views of others. The people who run the setting are committed to improvement and have fully embraced their first full inspection as an integral part of their self-evaluation and improvement planning.

The people who run the setting have a complaints policy and procedure in place although no formal complaints have been received. 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. Many parents told us their children are very happy at the setting and enjoy attending.

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 4 - Meeting individual needs	Ensure staff consistently use and promote incidental Welsh language and resources.
Standard 24 - Safety	Ensure risk assessments are followed and reviewed to identify and minimise risks.
Standard 24 - Safety	Ensure appliances conform to safety requirements by completing checks in a timely manner.

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)
Develop the outside area and the activities provided here.

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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