Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Creigiau Active Kids Club

Scout Association
The Scout Hut
Castle Close
Cardiff
CF15 9NJ



Date Inspection Completed

16/02/2024

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About Creigiau Active Kids Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Creigiau Active Kids Club
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
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 settle well and really enjoy their time at the setting. Their opinions and interests are valued, and they can make choices. Children receive a good variety of play and learning opportunities, which they thoroughly enjoy. They interact well with their friends and form good relationships with staff. Children have opportunities to develop their independence at the setting.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff know children well and ensure they provide care that meets children's individual needs.

The environment is safe and secure. The outdoor environment provides good, interesting opportunities for physical exercise, development, and relaxation. Indoors there is a wide range of activities, toys, and resources to stimulate and support children's learning, development, and curiosity.

People who run the setting are experienced, motivated and dedicated to delivering good quality childcare and positive learning experiences. They continually look for ways to improve their service. Required policies and records are in place. People who run the setting ensure staff are suitable to work with children. Parents and carers speak highly of the setting and the care their children receive.

Well-being — Good

Children have a lot of choice about how they spend their time at the setting. They choose freely from the activities and resources set out for them. On the day of inspection the weather was too poor to play outside but when weather permits children can move freely between indoors and outdoors. Children are confident to talk to staff, for example, to ask them for help and to chat to them about what they are doing. The children's voice is strong at the setting, they are regularly asked for their views and opinions. They are confident to make suggestions for future activities and developments at the club and share their likes and dislikes knowing they are listened to, and their views valued.

Children are very settled and content in the care of the setting. They form positive relationships with staff who know them well. Children talk and laugh with staff whilst engaged in craft activities and playing games. Children are familiar with the routines and expectations, and this adds to their sense of belonging. For example, when it is time for lunch, children go readily to wash their hands and fetch their lunch bags.

Children continue existing friendships and make new ones at the setting as they meet children from other age groups and classes within their school. Children of varying ages and needs play happily alongside each other and together. They respect each other and demonstrate kindness. For example, children of varying abilities work together to build a den, whilst other children display kindness and patience when a younger child interrupts their game. They happily wait their turn for resources, toys, and to use facilities at the setting. Children sit calmly at the table at lunch time and respond quickly and quietly when staff ask them to do anything. They treat staff and resources with respect.

Children are enthusiastic and interested in their play and learning. They follow their own interests with the activities and resources available each day and enjoy participating in adult led activities. For example, some children excitedly join in with the craft activity and persevere and concentrate until their creation is complete, whilst other children play happily alone, absorbed in an imaginative game with dolls. Children join in enthusiastically when a group game is organised by staff.

Children have good opportunities to develop their independence skills. They can access the toilet independently, wash their hands and are responsible for their packed lunches and snacks. They enjoy learning new games and trying out crafts and activities with the staff and their friends. They learn softer skills such as taking turns and learning to accept when they are 'out' in a game.

Care and Development — Good

Staff have a good understanding of their roles and responsibility to keep children safe. They have a clear understanding of safeguarding issues, the signs and symptoms of abuse, and their own duty to report any concerns. Staff encourage health and hygiene at the setting. For example, they ensure children wash their hands before eating. At the time of inspection, staff were using the systems in place to record accidents, incidents, pre-existing injuries, and administration of medication. However, these systems needed strengthening and records needed regular formal reviewing to ensure best practice standards were followed. Following discussions, people who run the setting immediately implemented more robust systems. Staff accurately record arrival and departure times in the daily registers of children's attendance. Staff ensure all children have access to the outdoor play areas as much as possible during their time at the setting. This offers children the benefits of physical exercise and fresh air. Staff have up to date mandatory training. People who run the setting have been pro-active in ensuring that all staff are qualified to the highest standard in Paediatric First Aid, meeting the new National Minimum Standards.

Staff are consistently warm, patient and kind in their interactions with the children. Their responsive, nurturing approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. Staff are experienced and have a good understanding of children's development, varying needs and how these can impact on behaviour. They are observant about when children need support with their interactions and intervene appropriately. Staff are good role models and use plenty of praise and encouragement.

Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit each child. Children with additional learning needs are well supported. Staff naturally extend the play and learning of children through chatting to them about what they are doing. Incidental Welsh is used by staff throughout the session. Staff plan interesting and engaging adult led activities and are responsive to the children and support them in following their own interests.

Environment — Good

The setting operates from the local Scout Hall and grounds. The environment is safe and secure. Staff ensure only authorised entry to the setting and maintain a visitors' log. The large outdoor play area is securely fenced. If children are playing outside, the gates are closed, and staff ensure children play in an area which they can safely supervise. Routine maintenance checks for the building are undertaken. There are effective risk assessments in place for the areas used by the setting. Staff complete daily safety checks of the environment and are alert to any emerging risks. There is a fire risk assessment in place. Staff carry out regular fire drills at the setting. They ensure the times and days of these are varied so that all children get a chance to practice what to do in an emergency. There are clear risk assessments and procedures in place to ensure that the transition from school to the club is managed safely.

The environment is suitable, clean, welcoming and child friendly. Indoors, children have use of a suitably sized hall. Staff arrange the room so that there are different areas or 'stations'. At these, children can participate in various activities such as craft, puzzles, and free play with various kinds of toys. The environment also provides ample space for staff to organise larger group games involving movement such as 'in the stream, on the bank'. Children can access toilets and hand washing facilities independently from the main hall. Outdoors, children have access to a large, attractive, outdoor area. This offers ample space for exercise, and to play and learn in the fresh air. The setting has use of an office if a private space is needed for confidential conversations. There is a small kitchen available for staff to use.

The setting has a large selection of toys and resources for indoor and outdoor use, ensuring all children can find things to interest them. Resources are clean, safe, and appropriate for the various age groups that attend the setting. People who run the service are pro-active in reviewing the resources belonging to the club to see if any additions are needed. There are ample storage facilities for the setting's resources.

Leadership and Management — Good

People who run the setting organise their service very well and have a very strong sense of purpose. They are well qualified, experienced, and passionate about the care they offer. They place a high priority on providing children with positive, high-quality play and learning experiences and somewhere children can feel at home and valued after school and in the holidays. At the time of inspection, some details of the statement of purpose were not up to date, however this has since been amended. There is now a clear and up to date statement of purpose enabling parents and carers to decide if the setting is right for their child. There are clear policies and procedures in place which are regularly reviewed.

People who run the setting carry out good quality self-evaluation and plan for improvements. They obtain feedback from parents, children and other professionals and produce a Quality of Care review annually. This is a meaningful process that seeks to drive improvement at the setting. People who run the setting are also pro-active in seeking out other forms of evaluation and have engaged with their umbrella organisation to carry out a review of their setting. They have fully engaged with Care Inspectorate Wales (CIW) during this inspection process and have been eager to find ways to improve practice.

There is a strong staff team who are committed to the vision and ethos of the setting. Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. People who run the setting manage the staff team well and there is a positive and open culture within the setting, where staff feel valued, supported, and able to make suggestions. New staff receive inductions, and all staff receive annual appraisals and supervision sessions.

People who run the setting and staff who work there have established very strong relationships with parents who spoke extremely highly of the setting and the care their children receive. They told us how well the setting communicates with them and how much their children enjoy attending. Many of the parents and carers we spoke to described how their children were often excited to tell them about the craft activities, games, and outdoor time at the club. Parents spoke about the confidence they have in the safety of the setting and competence and high quality of the staff team. The setting has developed a very positive working relationship with the school.

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 1 - Information	Ensure the Statement of Purpose is up to date, regularly reviewed, and inform CIW of any changes.

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 new systems that have been set up for recording accidents, incidents and pre-existing injuries, are firmly embedded in practice and that records are regularly formally reviewed.

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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