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

Clwb Penmorfa Community Interest Company

Dawson Drive
Prestatyn
Denbighshire
LL19 8SY

Date of inspection: May 2024

by

Care Inspectorate Wales (CIW)

and

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

About Clwb Penmorfa Community Interest Company

Name of setting	Clwb Penmorfa Community Interest Company
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Sharon Davies
Person in charge	Lisa Oldroyd
Number of places	52
Age range of children	2-11
Number of 3 and 4 year old children	20
Number of children who receive funding for early education	14
Opening days / times	Term time – 7.45am to 6pm School Holidays – 8am to 6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The 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.
Date of previous CIW inspection	22 June 2021
Date of previous Estyn inspection	First inspection since re-registration
Dates of this inspection visit(s)	05/01/2024
No children speak English as an additional language, and all children come from English speaking households. Few children are identified as having additional learning needs.	

Summary

Theme	Judgement
Well-being	**Excellent**
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 Consistently plan for the outdoors to ensure children develop a broad range of skills in all areas of provision

R2 Improve the system of recording appraisals and supervisions so that they are clearly evidenced

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: Excellent

Nearly all children thoroughly enjoy their time at Clwb Penmorfa and their happiness and voice is the driving force of this setting. Most children make very good progress in developing their personal and social skills and many are confident communicators. They ask practitioners for assistance assuredly should they need it. Children have exciting opportunities to make choices and decisions about what affects them, their opinions and interests are highly valued. For example, they showed curiosity in the staff office and requested an office of their own to play in. Many are developing emotional literacy and are comfortable to share how they feel with practitioners knowing that their voice and feelings are important and that they will be listened to.

Nearly all children enter the setting happily. They chat to practitioners and excitedly share news with them about recent trips, and proudly show off new haircuts. They look pleased and feel valued to know that practitioners take an enthusiastic interest in their lives outside the setting. Children cope well with separation from their parents and settle quickly into familiar routines. Nearly all children are active and express enthusiasm and enjoyment. For example, children in the soft play area laugh heartily as they take turns to launch themselves down a small slope.

Children's interactions are consistently positive. They constantly chatter to practitioners and are relaxed in their company. Children and practitioners eat together, and this is a sociable experience which children particularly enjoy. Children

are developing strong friendships and are effectively developing skills of sharing and turn taking. Some children display empathy towards each other, for example apologising when they have accidently hurt their friend during a game of chase and wiping flour out of a friend's hair during a messy activity. Children are encouraged to be involved in decision making. They choose if they would like to sing more songs or to go and play. Many children follow instructions from practitioners readily, such as washing their hands before mealtimes and running outside instead of inside.

Nearly all children have fun, are active and motivated in their play and learning. They enjoy a wide range of interesting and exciting opportunities inside and outside. Children explore their environment enthusiastically and engage with activities which interest them. For example, they engage animatedly with a play dough making activity, excitedly recalling the steps to follow, pouring ingredients, mixing enthusiastically and delightedly announcing the changing colour of their dough. Some children engage practitioners in their play and learning while others are happy to immerse themselves in imaginative play. Children enjoy an excellent balance of free play and adult led activities. Nearly all children sustain focus and concentration for an age-appropriate amount of time. Children respond positively to consistent praise, as a result most have high levels of confidence and self-esteem.

Nearly all children develop their independence skills appropriately. A majority of children are developing independence around self- care skills, for example, washing hands before mealtimes and accessing the toilet facilities with varying degrees of support. During mealtimes they choose where to sit, serve and pour their snacks and drinks and clear away their dishes. Some children are beginning to risk assess activities, identifying the need to take care and wear safety googles before using the tools.

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

Nearly all children make good progress from their individual starting points. They play together happily and share toys as they play and take turns. Through role-play, many children engage for extended periods demonstrating good imagination by adopting roles such as the waiter or the cook when playing in the cafe. During their play they speak to each other confidently about the food they will make. Many children use a wide range of vocabulary to describe their pretend food, noting a customer's order purposefully in their notebook before reading it back to them. Nearly all children listen carefully to stories and show delight and excitement as they anticipate what will happen next.

Nearly all children develop good numeracy skills. They count to ten and back down to zero confidently. Many apply their mathematical knowledge purposefully to real life situations as they consider which bucket they need to make a big sandcastle or how to make their castle bigger in the block play area. Through physical experiences such as the "We're Going on a Bear Hunt" yoga session, many children demonstrate good co-ordination and understanding of mathematical vocabulary such as up and down, fast, and slow.

Many children are becoming confident risk takers, and they demonstrate good physical skills when they use real knives to cut fruit. Nearly all solve simple everyday problems such as what to do if they get too hot or cold. Many solve problems during their play, for example, they work out how to make a stepping stone path in the garden and ensure that it takes an exciting route rather than follow a straight line.

Many children's Welsh skills are developing well and they respond to simple phrases such as 'bore da' and 'diolch.' Many enjoy joining in with Welsh songs and rhymes such as singing 'hwyl fawr,' as they leave at the end of the session.

Nearly all children are beginning to develop good digital skills. For example, they develop their oracy skills well by using a mobile phone to contact emergency services as part of their theme based on people who help us.

Nearly all children are beginning to understand diverse cultures and festivals. Many choose to dance along to a Diwali dance video. They copy the movements and listen to the instructions carefully. Many children dance creatively, choosing how to move their arms in time with the music. A few children recall previous learning as they talk about how they danced when they learned about the festival of lights.

When choosing to play outdoors, children show fascination at the world around them. For example, during bubble play, they watch with delight as the bubbles float away and talk about how far into the sky they will go.

Care and development: Good

Practitioners have a sound understanding of how to keep children safe and healthy. They implement policies and procedures consistently and are confident in their roles and responsibilities. Practitioners are aware of the procedure to follow in an emergency as they practise regular fire drills with the children. Practitioners follow the medication policy competently, record accidents and incidents appropriately and meet the needs of children with allergies safely. They employ good hygiene practices consistently, encouraging children to wash their hands and dealing with intimate care such as nappy changing with a high regard for infection control. Practitioners support and encourage children to follow healthy lifestyles, for example, participating in daily outdoor play and offering healthy choices for snack and mealtimes.

Practitioners have a very good understanding of their responsibility to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children are robust and meet requirements. Thorough daily handovers between practitioners and parents on arrival and at home time ensure that key information regarding children's care and well being is exchanged.

Practitioners are patient, nurturing and caring. They communicate warmly with children, creating a calm and relaxed atmosphere. Practitioners are positive role models and interact competently with children during their play activities and routines. For example, when a child accidently hurts his friend during a game of chase, the practitioner speaks to the children calmy, ensuring that they are mindful of feelings and safety. Practitioners are aware of the importance of using positive

behaviour strategies and support children well according to their individual needs. They use lots of praise and encouragement which raises self-esteem and confidence. For example, during a woodwork activity practitioners tell children that they are strong and confident, resulting in them having a ‘can do’ attitude towards their task. Practitioners support children ably in their play and recognise opportunities to extend learning. For example, they encourage discussion and provide resources to children who are repairing a bridge. They allow children to solve problems for themselves, standing back as they work at the repair but are on hand to offer suggestions if needed.

The setting has effective procedures in place to support children with additional learning needs. Practitioners effectively support the emotional needs of children with additional needs. For example, providing a visual timetable for children who use visual cues to understand the order of their day. Practitioners keep parents and carers well informed about their child’s progress. Practitioners track children’s progress appropriately and have a secure understanding of the stages of development. A majority of practitioners promote the Welsh language effectively throughout the sessions.

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

Practitioners know the children very well. As a result, they plan meaningful and authentic experiences indoors and outside that meet children’s needs successfully. Practitioners plan activities and arrange resources flexibly and takes in to account children’s interests and fascinations. For example, when children want to use real nappies to change a baby practitioners ensured that these were available. As a result, children had very meaningful opportunities to role play looking after a baby brother or sister.

Practitioners participate in the planning process and understand how they can best support children to develop a broad range of skills. Practitioners plan well for key routines and make the most of everyday learning opportunities. They understand when to stand back and when to intervene and as a result children develop good resilience and perseverance. For example, during snack time they take advantage of meaningful opportunities to develop children’s independence and fine motor skills as they learn to peel and cut the different fruit.

The setting have developed clear and easy to follow systems of observations which helps practitioners support the next steps of every child’s development successfully. Practitioners are very good language models. They extend children’s language during play using open ended questions to encourage children to express themselves such as when describing castles in the block play area. As a result, children develop good speaking and listening skills. Practitioners actively demonstrate fairness, kindness, and gentleness. This approach is evident throughout their engagement with the children. For example, they listen to children’s views, and celebrate kind behaviour such as the sharing of toys. This supports the caring learning environment and is reflected in the children’s confidence as they play together.

Through activities like woodwork and outdoor play practitioners offer children experiences to encourage managed risks. As a result, children develop awareness of safety, resilience and responsibility. Practitioners use the outdoor areas of provision well. However, they do not always plan consistently to develop a range of children's skills in the different areas of the outdoor area.

Practitioners plan for significant events and celebrations throughout the year such as World book day and the Chinese New Year. They provide an effective range of opportunities for children to learn about Welsh culture. For example, they celebrate living in Wales by having photographs of significant local landmarks displayed across different areas of the provision. This provides valuable opportunities for children to talk about familiar places.

Environment: Good

Leaders ensure that children are cared for in a safe and secure environment. They have effective systems, including written risk assessments and robust daily checks, which reduce or eliminate potential hazards. They manage access to the setting effectively and record details of visitors consistently. The setting is very well maintained and clean, with effective cleaning and infection control procedures in place.

Leaders provide children with a welcoming and attractive environment. Children have good opportunities to be active and independent indoors and have suitable space to move freely during their play and learning. The rooms are effectively zoned, and provide children with opportunities to play, learn and relax, for example, a sensory area, a well-resourced home corner for role play or quiet den areas to relax and rest. Practitioners display children's creative work and photographs of their families. Children enjoy looking at their work and photographs. This gives them a very strong connection to the space, a sense of belonging and a feeling of pride in what they have achieved. Leaders provide a dedicated outdoor area for play and learning. The outside space is well laid out and provides interesting activities for the children to engage with. Leaders provide an outside space which the children freely explore, enjoy and supports them in their play and learning and development of physical skills.

The setting has a wide range of good quality, child friendly resources that are suitable for the ages and stages of development of the children. Practitioners enhance indoor areas of learning well. For example, they provide interesting resources for children to use creatively such as leaves and flowers. Practitioners support children's awareness of different cultures by making appropriate resources available. They provide a good amount of natural materials to support children's learning effectively. Toilet facilities are child friendly and children can access them easily from the main room. Furniture is at a suitably low level, which allows children to use and access it independently.

Leadership and management: Good

Leaders have created a strong vision of 'Every child matters and every moment counts.' This ethos is at the core of the setting's practice and is successfully implemented through their policies and procedures. As a result, children have successful and positive experiences at the setting.

There is an up-to-date statement of purpose which means parents and carers are able to make informed choices about using the setting. Leaders have established an effective range of policies that are reviewed regularly and available to parents and carers.

Leaders ensure that there are sufficient and suitably qualified practitioners who understand their role well. Regular meetings of practitioners and leaders reflect on the children's engagement in learning and any changes that they feel need to be made. For example, following discussion, practitioners and leaders implemented a free flow system. As a result, children make choices about where they would like to play across all areas of the provision. The setting benefits from a dedicated team, and practitioners feel well supported in their roles.

The leaders and practitioners are very visible at the setting and are very approachable. As a result, parents are able to come into the setting to share information or discuss any concerns they have. Effective systems are in place to ensure the safe recruitment of staff. Overall, the setting has very good processes and procedures. However, the recording of supervisions and appraisals are not always clear.

There are successful, robust processes for improving the quality of the provision at the setting. For example, the self-evaluation quality of care report takes in to account the views of all stakeholders. The report accurately identifies the strengths of the setting and any areas to improve. Recent improvements to the provision of Welsh have been implemented successfully and have impacted positively on children's Welsh language skills.

Leaders make very good use of grants. The Early Years Development Grant has been used to provide Makaton training to all practitioners. As a result, practitioners use Makaton consistently throughout the day to support children's non-verbal communication. This develops the children's confidence and supports their wellbeing successfully.

There are very strong partnerships with parents. Parents see how their child is progressing via the useful parent app and are invited to stay and play sessions. There are very strong partnerships with the school who offer regular support to the setting. The setting benefit from good links with the local authority ALN team. There is effective sharing of practice which leads to positive developments at the provision. Transition arrangements are also very good. Children have formal opportunities to visit the school and benefit from informal visits to the school's canteen to meet the lunch time supervisors. As a result, children are well prepared to begin their time in the school's nursery.

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. 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

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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