Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Penarlag Wrap Around Care and Holiday Club

Penarlag Cp School, Carlines Avenue Ewloe, Deeside, CH5 3RQ

07743225161

Date(s) of inspection visit(s):

02/06/2025

Service Information:

Operated by:	Penarlag Wrap Around Care and Holiday Club
Care Type:	Children's Day Care
Registered places:	40
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are given plenty of opportunities to play and learn. They enjoy their time at the setting and interact well with staff and their friends. Children let staff know what they want to do and are encouraged to follow some of their own interests within the current topic. Through routines and a range of play and learning experiences children are developing independence.

Staff are familiar with the individual needs of children and respond well to these, while nurturing and supporting children's progress and development. They are appropriately qualified and implement policies and procedures well, using their skills and experience to support children in play and learning.

Nearly all activities are planned and set up to welcome children into the setting. The indoor environment offers a range of readily available experiences. The outdoor area is less structured and is being developed to continue making best use of the space available. Older children use the school hall and outdoor area and share some school resources to enhance play. Staff ensure the resources are well maintained, organised and are aware of any necessary changes to the safety of the environment.

Most policies, procedures and documentation work effectively, and leaders use self-evaluation to identify improvements and make positive changes. They have built strong partnerships with

parents, carers and the school. They communicate well with each other, and children benefit from their passion and commitment to providing good quality childcare.

Findings:

Well-being — Good

Children confidently discuss their experiences with staff and know that they will respond well to their needs. They feel safe and are happy to approach staff for comfort or support if needed. For example, children tell staff if they would like to have some time to sleep in the reading area, and others with less developed language use signs as well as their voice to make themselves understood.

Children enjoy their time at the setting and come in happily and ready to play. They settle quickly with time spent together indoors and out. Many children enjoy the structure of the session, for example coming together for group discussions, games, singing and story time. Children understand the routines and expectations and tidy up alongside staff with very little encouragement.

When playing together, children share their resources well and include others in their play. All children show respect for each other, the resources and the space that they share. Staff help by modelling and encouraging positive interactions. For example, when one child works their way around the setting selling ice-cream, children are praised for using their manners when they independently say please and thank you.

Children are keen to share their ideas and build on their natural curiosity. Their opinions are valued, and older children are encouraged to write suggestions for new activities. Younger children have a few opportunities to follow their own interests. Almost all children move around happily and access the different learning experiences available to them, particularly when playing outdoors. Some of the indoor activities within the 'Under the Sea' theme require some additional adult support to complete successfully.

Children of all ages interact well with each other and show genuine care and concern for one another. For example, they all rush to help someone who has fallen during their games on the school yard. Older children clearly enjoy the company of other children and staff, and they all take turns to share stories about their busy day at school.

Care & Development — Good

Staff follow a range of policies and procedures to keep children safe and healthy. They are familiar with the child protection policy and know the process to follow should they have any concerns about a child. Staff have attended appropriate safeguarding, food safety and paediatric first aid training, and make use of some training courses arranged through the school. They are aware of individual needs and allergies. Staff encourage children to wash their hands and surfaces are wiped down. Nappy changing procedures are private and easy to follow. Appropriate accident and incident records are in place. A record of staff and children's attendance is kept. With a clear understanding of their responsibilities, staff communicate with each other about their positioning and supervision of children throughout the day. Nearly all children who attend the setting are collected from school by the setting's staff, and a few children are dropped off by parents. Key messages are communicated between adults, and on arrival the setting is warm and welcoming. Staff help with children's belongings and encourage some level of independence and responsibility for their own possessions. We, Care Inspectorate Wales (CIW), discussed with the setting's staff, enhancing opportunities for children to develop confidence and independence in everyday activities and routines.

Staff consistently communicate with children about what they are doing and why, making children feel comfortable with any decision making. During mealtimes, they sit at the table with the children, laughing, chatting and promoting a sociable experience. These interactions are a real strength of the team. We saw staff speak to children at eye-level and use gentle tones, show positive body language, and promote children's self-esteem. Staff also give lots of encouragement and praise for achievements and understand the benefits of doing so to promote positive behaviour and learning. For example, staff hang up children's craft seashells on the washing line and tell other children what a *"beautiful job"* they have done. This makes children feel proud and motivates other children to create their own seashell too! Some children are given opportunities to extend their learning during this activity. For example, staff spend time teaching a child how to roll up a glue stick and to be patient as they persevere with picking small buttons from a packet independently.

There are occasions when staff know when to interact, and others when they stand back to let play unfold. Staff understand the children well and adapt approaches to suit different needs and ages, particularly children with additional learning needs. For example, they respect time for children preferring to play alone, whilst also generating opportunities to develop their social and communication skills. Some staff use incidental Welsh throughout the day and routinely discuss the Welsh word of the week with children and parents.

Environment — Good

This setting is clean, tidy and very well maintained. It is well managed to ensure infection prevention and control. Food preparation area for snack is suitable, as are bathroom facilities for children and staff. The setting works alongside school to ensure an appropriate system of recording visitors is completed. Fire drills are undertaken and recorded through the school-wide system. Staff ensure daily checks are completed and regularly reviewed, and most hazards are addressed promptly. During discussions with us, leaders acknowledged some risks with the setting's entrances and exits, and since the inspection, have completed risk assessments and taken steps to address these risks.

Leaders ensure that the indoor environment offers a good play space for children. The space is filled with natural light, and furniture and resources are age appropriate. Displays feature children's work, some examples of key words in Welsh and English, and some images of children who attend the setting, which helps them to feel a sense of belonging. There is an effort to celebrate multiculturalism and diversity though different toys, books and some play opportunities. On entering the setting, the half-termly theme is clear, and many activities are linked to key pieces of literature within it. Leaders carefully plan most areas and change provision on a weekly basis, depending on engagement and interest. They ensure that children are offered opportunities to develop a broad range of skills throughout the exploration of a topic.

Older children make use of the school hall and outdoor area daily, and staff rotate resources weekly, based on their interests and suggestions. All children enjoy exploring the outdoors and are very engaged in play. They are happy and busy. Staff are working to develop the outdoor area and make some spaces which will develop children's risk taking such as riding bikes down a slope. Leaders have been to other settings to observe how they make use of their spaces and are carefully planning to ensure outdoor play opportunities successfully stimulate children's natural curiosity. They are also working with parents and the local community on accepting donations for outdoor equipment. Bikes, sensory experiences and some large building resources are available in the outdoor area for children to promote physical development. All children are given opportunities to use the school's climbing equipment when possible.

Leadership & Management — Good

Leaders engage positively with CIW, particularly notable during the inspection. They update policies and inform CIW of any changes, including sharing an accurate and up-to-date statement of purpose meeting the National Minimum Standards and regulations. Leaders ensure that most of the documentation is well organised and easily accessible. Since the inspection, attendance records have been clarified to show more clearly the hours of attendance for each individual child, and the names of the persons looking after them.

The quality-of-care review is purposeful and includes the views of some families, children and staff. Documents are shared with the committee and meetings held regularly to discuss the setting. Leaders are committed to ongoing training and improvement, which positively impacts the wellbeing and engagement of children and staff. They make use of self-evaluation tools and strategies to identify any possible areas to improve within the setting, and action any changes. We received written evidence that all recommendations from the inspection have been addressed, showing the commitment to providing the best possible care for the children.

Leaders ensure that most of the documentation is well organised and easily accessible. Safe recruitment procedures to safeguard children have been followed, and regular supervisions and appraisals are conducted to support staff and discuss any potential issues and identify training. Leaders explain how they use the knowledge and experience of different staff members and acknowledge their individual skills to manage different situations. They also ensure that staff are offered regular training to further their professional development.

A real strength of leaders at this setting is their passion and commitment to working with staff and families, with emphasis on coming together to provide good experiences for children. They communicate with parents well and have open conversations with them in person, or via emails, messages and calls. Some home visits are completed to ensure the settling in period is as easy and comfortable as possible for those that need some further support. Leaders have a good understanding of a range of professionals and how outside agencies support children and the setting. CIW discussed the setting with some parents, who highly praised the setting and its staff and stated that their children were all happy.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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