Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Twts Tywi

Ysgol Gynradd Llandeilo
20 Rhosmaen Street
Llandeilo
SA19 6LU

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/11/2023

About Clwb Twts Tywi

Type of care provided	Children's Day Care Out of School Care
Registered Provider	TWTS TYWI LIMITED
Registered places	36
Language of the service	Both
Previous Care Inspectorate Wales inspection	This was a post registration inspection.
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.

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

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

Summary

Children communicate confidently as their wishes are considered. They feel happy and are given good opportunities for their age and development. Children are independent and do things for themselves confidently.

Staff understand the setting's policies and procedures and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are good role models, they actively promote the Welsh language and they build the confidence and self-esteem of children in their care.

Those responsible for running the setting implement effective measures and are aware of the responsibilities to ensure children's safety. They maintain very robust risk assessments and maintenance checks are in place. They provide a good range of resources and ensure children can access them easily.

Those responsible for running the setting strive to have highly effective systems in place. They comply with regulations and NMS. Their policies and procedures are well-embedded and the wellbeing, and professional development of staff is highly effective. Self-evaluation is excellent, and improvements are consistently reviewed and embedded. Partnerships with parents are excellent.

Well-being Good

Children are happy, relaxed, and confident at the setting. They settle quickly on their arrival and are familiar with the setting's daily routines. They have positive relationships with staff and are confident approaching them when they need help, reassurance or a chat about their family outings. Children feel their needs and emotions are recognised. For example, during lunchtime some children wanted to sit away from the other children, and was reassured that they could join the table whenever they wanted.

Children at the setting have a strong voice and have opportunities to work with staff to plan together for the weekly activities. For example, during the half term planning, children chose to design and carve pumpkins. Children express themselves well. They confidently told inspectors that if there would be anything worrying them, they could speak to staff members who will resolve any issues. Children approach staff with ease because they know they are listened to. For example, during a bracelet making activity outside, the children were confident asking the staff members for help with their designs and tying knots.

Children's interactions with staff are positive. They respond well to instructions from staff. For example, when asked to line up to go outside, some of the older children helped to get equipment ready. Children interact well with their peers and staff. They feel comfortable asking staff what they want. For example, when completing a pumpkin carving activity, children asked for support to take the top of the pumpkin off. Also, during snack time children asked staff for help to open their foods.

Children move happily between activities and some children remain engaged in activities for a substantial period of time. They play happily together or alongside each other depending on their age and developmental stages. Children are excited about the variety of activities on offer. They spoke about the activities they enjoyed the most, many saying the bouncy castle. There is a variety of indoor and outdoor activities on offer for children to enjoy.

There are plenty of opportunities for children to develop independence due to the range of activities available. They independently help themselves to their coats before going outdoors. Children develop fine motor skills, making bracelets with beads, and develop effective gross motor skills by running, kicking balls and climbing. Children are familiar with daily routines as they wash hands independently before having food.

Care and Development Good

Staff understand the policies and procedures and implement them consistently. They promote healthy lifestyles, physical activities, safety and the children's personal well-being. Staff manage risks continuously and effectively. For example, before activities, both staff and children assess risks when carrying out a pumpkin carving activity and also assess the risk benefits to further develop children's skills and opportunities. Staff implement hygiene practices by encouraging children to wash their hands regularly and ensure all areas are clean before food times. Safeguarding is prioritised, as staff understand their responsibilities and the procedures if there was a safeguarding or child well being concern. Staff know the children very well and are aware of their individual needs. They provide a healthy menu choice for children attending the after school club, whilst the children attending the holiday club bring a packed lunch which is kept refrigerated. There is water available for children throughout the day. Staff are familiar with children's allergies and intolerances.

Staff interactions with children are positive. They respond to children's requests and questions and interact with them in a warm, thoughtful and respectable manner. They are kind, caring and sensitive towards the needs and experiences of children. For example, new young children attending the setting were continuously supported in their new environment and this had a positive impact on the children's experiences. Staff are good role models and establish firm practices to develop children's understanding of good behaviours and consistent behaviours. They ensure children know the rules and what they need to do to keep safe, ensuring children risk assess as they play indoors and outdoors. There is a strong ethos and a good relationship between the staff and the children, giving a happy and comfortable atmosphere where children are cared for by consistent and familiar staff.

Staff are knowledgeable and they have a good understanding of the children's needs and what affects their play experiences. They have a good understanding and promote children's rights well. When supporting children through play, they encourage children to play with their preferred resources and enhance their ideas and curiosity. For example, staff encouraged children to look at the insects when playing in the mud kitchen; they enhanced their problem-solving skills whilst playing with the loose parts, building and using water in their play.

Environment — Good

People who run the setting ensure that the environment is safe and secure, and children are supervised very well. For example, there are robust procedures where staff walk children to the toilets and outdoor areas, ensuring staff to child ratios are always met. Staff risk assess children's activities and all areas indoors and outdoors daily. Fire drills and maintenance checks are carried out in a timely manner. All visitors sign in upon arrival and departure.

People who run the setting provide a child friendly environment for children. Indoors, children have suitable sized chairs, tables and furniture. Children have access to equipment and resources and are able to choose these independently. There is a large outdoor area which is in the school playground, which includes opportunities for climbing, exploring, creativity and physical play.

People who run the setting ensure they have access to a range of good quality, play and learning resources. They ensure children have an interesting choice of resources, which include table and large games, creative resources, construction, bats and balls, role play kitchen, and other play resources in the indoor areas. Outdoors, there are resources such as sports equipment, loose parts, natural area with a mud kitchen, creative play and climbing apparatus. Leaders told us that more resources have been bought for older children based on children's ideas and preferences this year. However, there are minimal areas for younger children to rest and minimal multicultural toys and resources. All toys and games are kept clean, in good order, and stored at children's height and suitable for the ages and stages of the children attending.

Leadership and Management — Excellent

People who run the setting have a strong and innovative vision for the setting that they share with others. They have an excellent knowledge and comply with all applicable regulations and exceed the requirements of the national minimum standards. People who run the setting regularly review a detailed statement of purpose which is a very good reflection of the setting. They review and update their policies and procedures, and these are embedded in practice. All required records including attendance of staff, children and permissions for children are in place.

People who run the setting prepare a very informative document which reflects the running of the setting. They review parents, children and staff views and opinions termly and therefore continuously seek ways to improve the setting for the well-being of children.

People who run the setting ensure the staff are very well supported and there are excellent communication systems in place. They ensure all suitability checks, and disclosure and barring checks are in place for staff. Those running the setting ensure staff are well-qualified and mandatory training is continuously updated in a timely manner. They ensure staff to child ratios are met, and there are very effective contingency arrangements in place for staff absences. There is a positive working ethos at the setting. Staff feel a close relationship with each other and those running the setting. They are happy with their continuous professional development and training opportunities, where supervisions and appraisals are implemented and highly effective.

People who run the setting ensure partnerships are excellent. They have effective partnerships with the schools which are using this facility, and ensure children have good sporting and are involved in visits to local parks within the community. People who run the setting have close partnerships with parents, who are very well supported to ensure the well-being of their children are a priority. They invite new parents to settle their children and update them with pictures and updates through a software/webform app regularly. Parents informed CIW that they are very happy with the familiar and kind staff who look after their children.

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)
	No NMS Recommendations were identified at this inspection

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 there are areas for children to rest and there are toys and resources that develop children's awareness of cultures and diversity

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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