Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Y Ddraig @Gwaunmeisgyn

Gwaunmeisgyn Primary School
Woodland Road Beddau
Pontypridd
CF38 2SE

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/02/2024

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About Clwb Y Ddraig @Gwaunmeisgyn

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Clwb Y Ddraig CYF
Registered places	48
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.

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

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

Summary

Children are happy and settled at the setting. They have fun playing with their friends and form close relationships with staff. Children's independence skills are developing well.

Staff have an understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff provide activities that interest children and the majority interact and engage well with children.

People who run the setting ensure the premises are secure. Risk assessments and daily checklists are in place. The people who run the setting provide suitable resources and activities. However, these do not always meet the needs of all the children for full days.

People who run the setting ensure that there are suitable policies and procedures in place. They invest in and support staff's professional development. People who run the setting evaluate and plan for improvements where necessary in order to benefit the children in their care.

Well-being — Good

Children are happy, settled and comfortable at the setting. Most children cope well with separation from parents or carers, coming into the setting with smiles on their faces. They greet staff happily and chat to them easily as they arrive. The majority of children are familiar with the setting's routines as they attend regularly. Children that attend occasionally settle in quickly and feel welcomed. Most children move independently and confidently around the setting.

Children have some opportunities to make choices. For example, they choose between the craft activities on offer or free play activities. They are confident to talk to staff and express their views. Children have input into the planning of the activities and, as a result, children know their opinions are listened to. They can choose what to play with from the selection of resources made available to them. Children we spoke with told us that in the past they have been able to independently access the resources they wish to play with.

Many children interact well with each other. Younger children are beginning to develop important social skills such as taking turns and sharing with their friends. For example, we saw children playing well together and sharing cars. Children form good relationships with each other, building new friendships. Children tell us they value the opportunity to make new friends outside of school. Many children show respect for resources and help tidy up between activities.

Children are free to explore their environment and spend time on the activities that interest them. They are happy and express their enjoyment for the setting. Children tell us they enjoy playing outside when available, and also like snack and craft activities.

Children are developing their independence through the opportunities provided. They arrive happy, place their belongings in the cloak room area, and follow a familiar routine. Their independence is promoted as they make choices at snack time, including choosing when to have their snack. They often help prepare their own snack and make healthy eating decisions from the choices available. They access the toilet facilities and wash their hands independently.

Care and Development — Adequate

Staff have an understanding of their roles and responsibility to keep children safe. They have a good knowledge of the safeguarding procedures to follow if they have concerns and recognise their own duty to report these. Staff keep written records of concerns, accidents and incidents involving children and ensure parents are informed. They ensure that medication is stored safely. Staff record any administration of medication to a child and permission is obtained before any medication is given. There is a medication policy that provides procedures for prescribed and non-prescribed medication. However, not all staff are fully aware of the procedures to follow. They ensure staff and children are aware of how to leave the building safely by conducting fire drill practices. During the inspection we identified the need for additional drills during holiday sessions to ensure all children that attend benefit from fire drill practice. People who run the setting confirmed they would review this and provided evidence of additional drills following our visit. Staff promote health and hygiene at the setting. For example, they encourage and support children to wash their hands before food and promote healthy eating at snack time.

Staff understand the behaviour management policy and the majority use positive reinforcement. They offer praise to children for good tidying after play activities. Staff encourage good manners and remind children to say please and thank you during snack and mealtimes. The majority of staff create positive, warm relationships with the children in their care. As children arrive at the setting they welcome and discuss the routines in a calm and supportive manner. Staff use effective methods to encourage children to cooperate. For example, we saw staff offering support and alternative solutions when two children wanted the same craft materials.

Staff provide focus activities that are planned based on children’s interests such as craft and cooking, and themed activities such as Chinese New Year. They give children to have opportunities to follow their own interests during free play. However, not all staff recognise when children need support to engage in their free play activities. Staff are aware of children’s individual development and when children may have additional needs. The statement of purpose states the main language of the club is ‘bilingual English/Welsh’. However, staff do not regularly use incidental Welsh and during the inspection there was a lack of Welsh resources available to promote the Welsh language and culture.

Environment — Adequate

People who run the setting have systems and procedures to ensure the environment is safe and secure. The setting is run from a primary school, and they mostly provide care from the hall. A bell is in place for parents to use at collection times and registers of children's attendance are kept. Visitors enter via the main entrance and a record of visitors is kept. Staff are also required to sign in and out of the building and for breaks. Staff ensure cleaning materials are stored safely out of the reach of children. Risk assessments are in place, and these inform daily checklists. People who run the setting ensure insurance certificates are valid. During the inspection, the responsible individual obtained and reviewed other documents in relation to safety checks of the building, such as fire and electrical checks.

People who run the setting ensure the indoor play space allows children to move freely. The area is spacious and provides children with suitable spaces to play, eat and enjoy focused activities. Children use tables and chairs of a suitable height. However, no comfortable rest areas were provided during our inspection. Children's toilets are easily accessible and provide for children's privacy and dignity as well as the ages of children that attend. Staff and children we spoke with confirmed that the setting has access to a large playground and a smaller courtyard although these were not in use during our inspection due to the inclement weather.

People who run the setting ensure there are suitable toys, games, and resources for children available at the setting. These are mainly stored in a cupboard at the side of the hall. Staff and children we spoke with, told us the staff provide the resources for the children. However, for some periods of the sessions we observed there was a lack of resources on offer to fully meet the needs and ages of all the children attending and children were not able to access resources independently. People who run the setting recognised this and have confirmed they are working with staff to review the resources available to children.

Leadership and Management — Good

People who run the setting are committed to providing an out of school club which serves the families in the area and where children feel happy engaged and valued. People who run the setting are experienced and manage the setting to a good standard. The person in charge benefits from the company's support network and processes. People who run the setting engage positively with Care Inspectorate Wales (CIW) and are committed to making improvements. There are suitable policies and procedures in place, which are reviewed, and improvements implemented. For example, the staff disciplinary policy was recently updated based on feedback. However, the healthcare / exclusion policy does not reference the most recent Public Health Wales guidance.

People who run the setting review their setting and complete and produce an annual report. They submit this and a Self Assessment of the Service to CIW annually as required. They seek views about the setting from staff, parents, and children. People who run the setting are reflective and identify areas of strengths and improvements. They are receptive to receiving feedback and act upon issues which are brought to their attention.

People who run the setting understand the importance of having a team of well trained, confident staff and check all their mandatory training is up to date. The staff matrix demonstrates most staff have completed up to date mandatory training and others are booked on. People who run the setting ensure staff have the appropriate experience and qualifications, and an induction process is in place for new staff. They provide regular opportunities for staff to offer their views informally and formally in one-to-one supervisions. Staff say the people who run the setting are supportive and they feel supported in their professional development.

People who run the setting have a complaints policy and procedure in place although no formal complaints have been received. The procedure provides opportunities for children as well as adults to raise issues. People who run the service have good partnerships with external agencies such as Play Work Education and Training Council Wales. They communicate effectively with parents. For example, information is shared via a webpage and mobile communication applications. Parents we spoke to are complimentary of the setting.

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 22 - Environment	Ensure a space is available for children who want to relax, play quietly or rest.
Standard 4 - Meeting individual needs	Ensure staff meet the needs and preferences of all children during the activities.
Standard 7 - Opportunities for play and learning	Ensure the resources are rotated at suitable times in order to engage and meet the needs and interests of all children and their stage of development.
Standard 4 - Meeting individual needs	Ensure staff consistently use and promote incidental Welsh language and resources.

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)
Review the healthcare and medication policy and ensure all staff are aware of the procedures to follow.

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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