Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Gofal Bryn y Môr

Ysgol Bryn y Môr
St. Albans Road Brynmill
Swansea
SA2 0BP



Date Inspection Completed

03/07/2023

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About Clwb Gofal Bryn y Môr

Type of care provided	Children's Day Care Out of School Hours Care
Registered Provider	The Governing Body of Ysgol Bryn y Môr
Registered places	40
Language of the service	Final unpublished report
Previous Care Inspectorate Wales inspection	First inspection following registration
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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.

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

Staff understand the setting’s policies 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 the children in their care.

Those responsible for running the setting implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain clear risk assessments and the building's safety equipment is in place. They provide a good range of resources and ensure children can access every item.

Those responsible for running the setting provide clear policies and comply with all regulations and the National Minimum Standards. They support their staff well and ensure they are given appropriate training for their roles. They have effective partnerships with the school and parents are supportive of the setting.

Well-being Good

The children's voice is a strong factor. Children communicate confidently as their wishes and needs are considered. They are given a range of opportunities to make choices and are comfortable asking for specific resources. Many children love being at the setting and express their enjoyment. On arrival, children plan what to do following snack time. For example, children choose their activities, and they have freedom to spend their time on one activity or move from one area to the next.

Children feel safe and happy. They are enthusiastic and active when they arrive and are very content. They explain on which days they attend the setting and what they like about it. Children said they enjoy seeing friends, spending time with the staff and relaxing after school. They have a sense of belonging and have developed very good relationships. They are very familiar with the routines at the setting.

The interaction between the children and with staff is consistent, with many of them communicating confidently. Many children play with others energetically or sit at a table playing a game with a member of staff. For example, we saw a group of children playing a game on the floor in the hall with a member of staff. Children were seen discussing rules, sharing ideas, working together, taking turns, showing patience and having fun. They are given a lot of freedom to explore the indoor and outdoor environment, and they show respect towards property and towards each other on a consistent basis. Children follow rules that affect them and others. For example, waiting in a line to use the toilet or to go outside. During snack time, children feel very comfortable when asking for their preferred foods and feel completely at home in the staff's company.

Children enjoy their play and they make decisions of their own volition. They are aware of the resources that are stored in the hall, and their ability to use laptops and ICT equipment. Children are familiar with the contents of the sheds outside and have access to all sorts of good resources. For example, balls, hoops, bean bags. As the children choose independently, this leads to a good sense of achievement and enjoyment. Children are under no pressure to complete specific activities.

Children are given good and appropriate opportunities for their age and development which enable them to follow their own interests. They are supported to think about what they are doing. We saw older children giving younger children clear explanations when helping them and encouraging them to play games on the laptops. Children are independent and do things for themselves confidently. For example, choosing food, collecting their bags and coats, sharing messages and using the toilet. They can express their opinion, ask questions and offer their own ideas. One child said they enjoyed befriending new children at the setting and being responsible for helping others.

Care and Development — Good

Staff are experienced and understand the policies and implement them consistently. They promote healthy lifestyles, physical activities, safety and the children's personal well-being. Staff manage risks continuously and effectively and are aware of their own safety and the children's safety. We saw staff encouraging children to wash their hands before preparing and serving snacks, and clearly following hygiene procedures while doing so. Safeguarding is prioritised and staff have a detailed understanding of their responsibilities to protect children. Staff record and raise concerns as and when they occur in a confidential, timely and effective manner using specific software. The club's arrangements are communicated clearly, ensuring that staffing numbers are appropriate when leaving the hall to go to the toilet or outdoor area. Staff walk with children to the toilets and offer support and praise while chatting. They have clearly developed close relationships with the children and enjoy listening to their stories about the day. Staff know the children very well and are aware of their individual needs. They are familiar with their duties and the setting's practices to safeguard and care for every child. For example, the person in charge explained the procedures to care for children with allergies and we saw a bag with medication was in an obvious place in the hall but out of reach of children.

Staff respond to children's requests and questions and interact with them in a warm and consistent manner. They are kind, caring and sensitive to the needs and experiences of individual children. Staff are good role models for the children and establish firm practices to develop the children's understanding of good and consistent behaviours. They move around continuously to support children and sit by tables or on the floor to play. The level of communication between the staff and children shows strong evidence that children are happy, comfortable and feel at home in the staff's company.

Staff are experienced and knowledgeable, and they have good knowledge and understanding of child development and how this affects their learning experiences. They have a good understanding of diversity issues and promote the children's rights. When supporting children in their activities, such as drawing, games, technical work and sport, they provide freedom and independence. By following the children's interests, they build each child's confidence and self-esteem. Staff actively promote the Welsh language and staff and children communicate confidently in the language of their environment.

Environment — Good

Those responsible for running the setting provide effective measures and policies in place to ensure that everyone is aware of their responsibilities regarding the children's safety and welfare. They ensure that the environment is secure and well maintained, both indoors and outdoors. The club is located within the school and the building offers a friendly and welcoming environment with a large, open and safe space. Those responsible for running the setting ensure that thorough cleaning arrangements are in place which reflects good hygiene practices. They maintain purposeful risk assessments as well as effective and accurate fire risk assessments and these are reviewed annually. We saw evidence that the building's safety certificates and equipment are in place. Those responsible for running the setting manage numbers and staff to children ratios accurately and supervise the children well. They maintain a daily register where children and staff are signed in and out of the club accurately. The premises provide a good level of security and the main building is kept locked at all times. As a result, children have the freedom to move around the setting's designated areas independently and safely. Those responsible for running the setting have a sign-in system for visitors when they arrive at the school and a visitor book for the club in the hall. They place a sign on the main door to the hall for parents and carers to show where to collect the children if they are playing outside.

Those responsible for running the setting ensure that the indoor area provides a good environment for playing as well as extending the children's skills. The hall promotes the children's independence as the staff prepare the space carefully to allow children to have the best possible experiences. For example, space to experiment, play creatively, develop art skills, technical skills and competition skills. Those responsible for running the setting ensure that the club's paperwork is stored confidentially.

They provide a good range of resources to stimulate the children's curiosity. For example, building blocks, dolls, games, a tent and various toys. Those responsible for running the setting ensure that a wide variety of resources are laid out, or stored close at hand, and that children can access them easily. The outdoor play area is secure and includes a large playground and sheltered areas which provide additional opportunities for children.

Leadership and Management — Good

Those responsible for running the setting have a strong vision and share this with others. They provide a detailed statement of purpose which reflects the club's arrangements and opening hours. They provide clear policies and comply with the National Minimum Standards. Those responsible for running the setting are knowledgeable about their regulatory responsibilities and they are organised in reviewing policies, certificates, information and records regularly. The person in charge maintains staff files, children's files and registers. They follow procedures regarding medication and accidents and keep accurate records by completing documentation and communicating information to parents efficiently.

Those responsible for running the setting present an annual quality of care review and show evidence that they listen to the opinions of those who use the setting and take them into consideration. As a result, they work continuously to develop and improve.

Those responsible for running the setting have established a team of staff who collaborate closely and effectively. Staff said that they love being at the setting and, despite the work being at the end of the school day, they enjoy the different experiences with children at the setting. They ensure that regular training is provided to staff and all compulsory certificates are in place. Staff said that they can raise issues easily and that their individual requirements are considered. The Welsh language is a strong aspect at the setting and staff have a good understanding of their responsibilities to promote the language as well as Welsh culture.

Those responsible for running the setting ensure that children are given very good care. They make the most of strong links with the school which ensures effective communication. Staff know the children well and can support them on all levels. Parents are supportive and praise the setting highly. We saw clear examples of very good relationships and clear communication. For example, parents showing their enjoyment and gratitude when receiving news from staff while collecting their children.

Summary of non-compliance	
Status	**What each one 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 will highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will consider them at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified during this inspection

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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