Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Hwyl Henryd

Llangelynin School
Henryd
Conwy
LL32 8YB

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/12/2022

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About Clwb Hwyl Henryd

Type of care provided	Childrens Day Care Out of School Care
Registered Provider	Clwb Hwyl Henryd
Registered places	24
Language of the service	Both
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy, settled, and are confident to share their views. They have formed friendships and play confidently together and alongside staff. Children enjoy the activities available to them and can make choices about how to spend their time. Staff understand their responsibilities in respect of keeping children safe and healthy. They know the children well and are considerate of their needs and preferences. They manage interactions positively and are kind and caring. People who run the setting ensure all areas used by children are safe and welcoming. Toys and resources provide plenty of opportunities for children to learn and develop their skills. People who run the setting are committed to ensure the service is managed effectively and have formed good relationships with the children and the parents.

Well-being Good

Children are happy, settled and are confident to make decisions about how they spend their time. They move around the available activities freely and follow their own interests. Children know they can ask staff for help when needed or to ask for what they want. For example, children were confident to ask for more toast during snack time, and their requests were met promptly.

Children are settled and comfortable in their surroundings as they all attend the adjoining school. They have formed warm relationships with the staff and each other, helping them to feel secure. For example, children were confident to talk with us, asking questions and telling us about their day in school. Children are eager to involve staff in their play. For example, a group of children happily created artwork from the materials in the craft box. They were eager to involve the staff and showed pride in their work when they showed the staff member the pictures they had created. They smiled when they received praise for their efforts.

Children interact well and are learning to co-operate, take turns and help others. For example, a small group of children sat at the table and played imaginatively with the dinosaur figures. They chatted happily and instructed each other as they played. Older children enjoy helping the younger ones, for example, an older child was helping the younger children to practice the songs they were learning for their Christmas play. Older children also helped the younger children to set out some of the activities and played along with them. Children respond well to praise from staff and are eager to follow instructions and help with tasks.

Children enjoy their play and are engaged with the activities on offer both indoors and outdoors. For example, a group of children had fun playing outside, climbing on the pirate ship, sharing lots of smiles and laughter. Children play well together, take turns, and concentrate for extended periods. For example, two children had lots of fun creating crowns to go with their princess outfits using the craft materials. They concentrated well on cutting out shapes from the card and enjoyed sticking different shapes and decorations on their crown. Children told us they enjoy coming to the club and one said they like playing outside with their friends.

Children have frequent opportunities to develop socially and become independent. They are encouraged to do things for themselves. For example, washing and drying their hands before snack time.

Care and Development — Good

Staff understand and follow the setting's procedures to ensure children are kept safe and healthy. They have completed paediatric first aid training and any accidents and incidents that occur are recorded appropriately and signed by parents. Staff are confident in the correct procedures to follow if they have any concerns about a child and have completed training on safeguarding children. Staff ensure children know how to exit the premises quickly and safely in an emergency as they conduct fire drills regularly and keep detailed records.

Staff promote healthy eating. They provide healthy snacks such as fruit, cheese and toast and provide water or milk to drink. They encourage children to wash their hands as and when they need to and ensure children have regular opportunities to spend time outdoors in the fresh air, ensuring they develop their physical skills. However, staff did not clean the tables with antibacterial spray between activities and mealtimes, and aprons weren't used when preparing food.

Staff manage children's behaviour successfully; in a way they understand. For example, giving simple explanations, helping children to co-operate and learn social skills. Staff are good role models and encourage the children to be kind and polite. They praise and celebrate good behaviour, such as helping to tidy or being kind. Staff have formed positive relationships with children and treat them with respect.

Staff provide a variety of fun indoor and outdoor activities they know the children will enjoy. They gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. However, they don't have processes in place to gather information from the children about their likes and interests to enable them to contribute towards the planning of activities. Staff share information with parents through emails, verbal discussions at the end of the day, and a private page on social media.

Environment — Good

People who run the setting understand their responsibilities to provide a safe environment for children. They have written risk assessments in place, which outline any potential hazards to children's safety, and these are reviewed annually. People who run the setting use risk/benefit assessments for risky play activities such as using climbing apparatus and den building. Staff supervise children well.

People who run the setting provide children with spacious and suitable areas to play and learn. They provide a good selection of toys and resources, and these are stored so that children can access them independently. There are some samples of children's artwork displayed on the walls, which create a sense of belonging. All areas are well maintained and welcoming for children. The school yard provides opportunities for children to develop their physical skills by using climbing apparatus or choosing from the selection of outdoor toys. A large, grassed area offers opportunities for children to run and play.

People who run the setting provide children with a wide range of toys and resources which are age appropriate and in good condition. The outdoor environment offers some opportunities for sensory play and experimenting with natural materials. There is a small, wooded area to explore, and den building is a regular activity. However, the opportunities to explore natural materials are limited in the indoor environment. There was also a lack of toys and resources which promoted diversity and different cultures. A variety of equipment is available to aid children's independence, including steps in the bathroom to aid younger children's independence when using toilet and washing their hands.

Leadership and Management — Good

People who run the setting have a good understanding of their role and regulatory responsibilities. They ensure staff understand their responsibilities and implement the setting's policies and procedures effectively. Policies are comprehensive and are reviewed regularly, helping staff to stay up to date with current information and best practice. The setting's statement of purpose contains all the required information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs.

People who run the setting are eager to ensure they are continually developing and improving the service they offer. They are hoping to increase the numbers of children that they care for, as there is a high demand for the service. They have plans in place to seek feedback from parents and children so they can write a report to outline the improvements they have already made, and those which are planned for the future.

People who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. Staff files are comprehensive and contain all the required information, showing safe recruitment procedures are in place. We saw written records showing that regular staff supervision sessions have taken place.

People who run the setting share information with parents effectively. We saw evidence of information gathered from parents detailing children's specific needs. Parents we spoke with were very complimentary of the care their children receive. They told us they had positive relationships with staff, who shared information verbally at the end of each session and through emails or a private page on social media.

Recommendations to meet with the National Minimum Standards

R1 - Staff to be mindful of hygiene procedures around food preparation.

R2 - Consider increasing the opportunities for children to explore multicultural, natural, and recycled materials.

R3 – Consider formalising a process to gather information about the children's likes and interests to enable children to contribute towards the planning of activities.

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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