Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Kids Planet Meithrinfa Dyddiol Denbigh Out of School Club

Ysgol Frongoch
Rhyl Road
Denbigh
LL16 3DP



Date Inspection Completed

29/01/2025

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About Kids Planet Meithrinfa Dyddiol Denbigh Out of School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Kids Planet Meithrinfa Dyddiol LTD
Registered places	59
Language of the service	English
Previous Care Inspectorate Wales inspection	Post Registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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 make choices and decisions about how and where they spend their time. They are settled, feel safe and form positive relationships and friendships with staff and other children. Children interact well and enjoy the sociable experiences and opportunities to play alongside others. They have a range of opportunities that support their learning and promote their independence.

Staff have appropriate policies and procedures they follow to ensure children are safe. They promote a healthy lifestyle, with lots of opportunities for children to be active and get fresh air. Staff encourage, support and model good interactions. They get to know the children well and tailor their care to support individual needs and ensure they provide appropriate resources and activities.

Leaders ensure the environment is safe and secure. They identify ways they can make improvements to ensure the environment is a welcoming and inviting space for children. The environment is spacious and provides a range of opportunities for children indoors and outside. Leaders provide a suitable range of resources and equipment.

Leaders manage the setting well and ensure they have effective policies and procedures in place. They effectively evaluate their setting and make positive improvements. Leaders manage staff well and make sure they have regular opportunities to share information. Close links are developed with parents and the school, which benefit the children.

Well-being — Good

Children have choices and make decisions about how and where they spend their time. They freely move around the various areas and rooms, including choosing when they would like to play outside or be active in the hall. Children have access to a planning wall where they can add pictures of activities they would like to do, and these are then considered by staff and made available when possible.

Children are happy to attend the setting. Those we spoke with said they enjoyed playing with their friends and taking part in the activities. Children happily arrived from school and soon settled into an activity of their choice. They are familiar with the environment and know where and what is available, helping them to feel settled and safe in their surroundings. Children attend, from a variety of schools and make positive friendships that mean a lot to them. One child said they enjoyed attending as they saw children from other schools.

Children interact well and understand what is expected of them. They willingly follow the routines as they are embedded in practice. For example, they help to tidy up the hall ready for snack as they know they can continue their games after. Children form positive relationships with the staff, helping them feel confident to interact with them and happily share their needs and experiences. Children of all ages happily play alongside each other, sharing resources, space and completing activities. For example, younger and older children enjoyed playing hide and seek outside together. Children enjoy the opportunities to be sociable and we heard lots of conversations between them during their play and routines.

Children have a range of activities and experiences to access freely, which allows them to follow their interests. They enjoy being active as they run around outside or take part in ball games in the hall. Children focus for appropriate lengths of time for their ages and stages of development. For example, they sat and completed craft activities related to Chinese New Year and were proud of their achievements.

Children have access to a suitable range of activities which support them to learn. Their physical skills are promoted through them having opportunities to be active indoors and outside. Children can be independent as they help serve themselves snack, access resources they want and are encouraged to do things for themselves, such as putting their coats on to go outside.

Care and Development — Good

Staff have appropriate training to support them in their role. They know the procedure to follow should they have any safeguarding concerns about a child. Recent changes to the policy and procedures have ensured they are provided with the correct information and procedure to follow. Staff complete appropriate records to evidence accidents and incidents have been dealt with correctly and medicine administered correctly. These are shared with parents, so they are kept informed. Staff have effective procedure in place to ensure children are supervised effectively and that staff are fully aware of which children are where within the environment. For example, a register is kept of which children are outside and then it is recorded if they decide to go inside.

Staff have appropriate routines and procedures in place that promote children to lead a healthy lifestyle. They provide nutritious food options for children to choose from, including bread rolls with a variety of fillings. Staff provide a lot of opportunities for children to be active and get fresh air. The outdoor area is always available for children to freely use, and staff always ensure there is an indoor physical activity for the children to choose, such as dodge ball. Staff implement appropriate hygiene practises to help prevent the spread of germs. This includes promoting handwashing and wearing gloves and aprons when serving food.

Staff develop positive relationships with children which ensure there are positive interactions. Staff become actively involved in activities when it is appropriate to do so and we saw children and staff enjoying playing alongside each other. For example, staff became involved in ball games in the hall and outside, which children really enjoyed. Staff talk to the children with respect and show interest in what they are saying, which supports children to feel confident to share their experiences and ideas and help them to feel valued. Staff use appropriate behaviour management strategies to deal with any unwanted behaviour and prevent it from escalating. For example, they talk to children about why they have to wait to go in a certain area, as there are already children playing in there.

Staff are knowledgeable and get to know the children well. This ensures they can provide tailored support and care. Staff understand the needs of children with Additional learning needs (ALN) and those with any medical or dietary needs. They record these on appropriate care plans, so all staff are fully aware. Staff plan suitable activities and provide appropriate resources to help ensure children had access to opportunities to play and learn. They enhance experiences with activities related to certain topics or celebrations. For example, they had arranged a craft activity children could choose to do related to Chinese New Year.

Environment — Good

The environment is a safe and secure space for children to play and learn. Regular risk assessments ensure any potential hazards are eliminated or managed well. Daily checks ensure no new hazards have arisen. Leaders ensure registers are kept of children and staff so they can be accounted for. Entrance to the setting is secure and visitors are controlled and recorded. There is an effective system in place that allows parents to let staff know when they have arrived to collect their child.

Leaders have arranged the environment as effectively as possible to ensure it is appropriate for the ages and stages of development of the children. They have tried to create a welcoming atmosphere, where children feel comfortable and have a sense of belonging. For example, they display some of the children's work. However, as the space belongs to the school it is difficult for staff and leaders to make any large changes to the environment which results in some areas looking worn and tired. Leaders have identified that some areas could be developed further to make them more appealing to the children and plans are in place to make some positive changes. Leaders ensure children have access to suitable toilet and handwashing facilities. The large hall is used effectively for physical games and to provide a designated area for snacks. The large outdoor space is inviting and gives children a range of opportunities and experiences to be active in the fresh air. There is a large yard, area with fixed play equipment and a large field that can be used during the summer.

Leaders equip the setting with suitable resources that the children enjoy accessing. They have created areas of learning so children know where items are stored and where they can find what they want. For example, there is an area where small world equipment is kept, shelving with board games and an area for children to use when playing on the electronic games. Most resources and activities are suitably maintained. Plans are in place and items purchased to allow staff to provide more resources that can be accessible outside and be stored securely so they do not get damaged. The environment has suitable furniture and facilities that allow children to be independent, comfortable and have a range of experiences. For example, suitably sized chairs and tables, fixed play equipment including tyre swings and climbing apparatus. Staff enhance areas with exciting activities that children enjoy taking part in. These include slime and water play activities.

Leadership and Management — Good

Leaders manage the setting well. They review policies and procedures regularly to ensure they reflect current practice and guidance. Leaders have written a statement of purpose that meets requirements and gives parents the information they need to decide if it is the right care for their child. Leaders respond effectively to advice and support from outside agencies, which helps to ensure they are meeting regulations. For example, they have recently reviewed their safeguarding procedures. Leaders regularly meet with leaders from their sister services. This allows information and good practice to be shared. It gives managers support if needed and helps them feel part of a team.

Leaders effectively use self-evaluation to review what has gone well and identify areas for improvement. They gather views from staff, children and parents and consider these as part of the process. Leaders have identified appropriate areas that need improvement and planned how they are going to make the changes. For example, they have recently been successful in receiving a grant to improve the outdoor area, as this had been identified as needing improvements.

Leaders work closely with staff to ensure they feel part of a team. They hold regular meetings so information and ideas can be shared. Leaders have a robust recruitment procedure in place to ensure all the required checks are completed on staff prior to them starting and that they have the appropriate training and experience needed. Leaders have recently introduced a more in-depth induction procedure to ensure staff are fully aware of their roles and responsibilities. Leaders hold regular supervisions and appraisals with staff so information can be shared and training needs identified. Check-ins are completed with staff to ensure their wellbeing is considered.

Leaders have close links with other settings owned by the same company. This benefits the children as good practice is shared effectively. Close links are developed with parents through the sharing of information electronically and verbally. Parents are also encouraged to take part in events such as fundraising and being part of the process in choosing employee of the month. As the setting runs from within the school, close links are developed. This allows resources and the environment to be utilised effectively. Leaders make sure children have opportunities to feel part of the local community. They visit local places of interest such as the park and help to advertise events. For example, children recently helped staff post leaflets to invite parents to a play and stay session at the nursery.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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)
To continue with plans to further enhance the environment and activities provided.

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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