



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Clwb Carco Trelyn**

**Ysgol Gymraeg Trelyn  
Commercial Street  
Pengam, Blackwood  
Caerphilly  
NP12 3ST**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

The service provides extended care for the children who attend Ysgol Gymraeg Trelyn in the Caerphilly borough. A Breakfast Club runs from 8:00 to 9:00, a nursery session from 12:15 to 15:00 and an After School club for children from 4 to 11 years old from 15:00 to 17:30. Care is provided from a demountable classroom in the grounds of the school. There is a responsible individual who has overall responsibility for the quality of care provided and two persons in charge who are responsible for the day to day running of the service. The Welsh language is used throughout the service and the inspection was carried out through the medium of Welsh.

## **Summary of our findings**

### **Overall assessment**

Children enjoy their time at the service and are familiar with the routines. They have supportive relationships with staff who have a good understanding of children's requirements. Staff are enthusiastic and motivated to ensure that the care they provide meets children's developmental needs. There is a good range of policies and procedures to keep children safe and healthy. The environment is suitable to meet the needs of the children and there are good outdoor facilities. The management of the club is mostly effective but needs to be monitored to ensure that the regulatory expectations are met at all times.

### **Improvements**

The service has actioned the improvements from the previous inspection which related to updating documents.

### **Requirements and recommendations**

There were no non compliance issues identified at this inspection.

Recommendations are recorded at the end of the report and relate mainly to monitoring of systems to improve children's experiences and some management tasks.

## **Well-being**

### **Summary**

The service provides good opportunities for children to develop a valuable range of skills and knowledge and to experience a sense of achievement. Children receive supportive care which is matched to their age and stage of development.

### **Our findings**

#### **To what extent do children have a voice?**

Children are encouraged to take part in the decision making processes at the club. They are able to make their own choices and decide how they spend their time. We saw children expressing their opinions and communicating effectively with staff. Children are at ease and confident to express their wishes as they know from experience that their views are valued. Children told us that they like attending the service because they enjoy the activities and meet up with their friends. We heard children communicating together and with staff confidently using the Welsh language. Children's individual needs and choices such as attending sports activities as part of an after school club take precedence over planned routines which are flexible and responsive. We saw that a visit to the computer room was rearranged to accommodate children who had been playing rugby as they needed to eat beforehand.

Children's choices and decisions are listened to and they are encouraged to speak out and express themselves.

#### **To what extent do children feel safe, happy and valued?**

A number of the children have been attending the club for many years and are comfortable and settled. They are familiar with the routines of the club and consequently know what to expect. This provides them with a sense of security and value and they feel a sense of belonging. We saw that children have strong bonds with staff whom they trust and they told us they are happy to discuss personal issues and any concerns with them. Children are treated respectfully and they respond by being polite and courteous. Younger children at the Clwb Meithrin are learning the routines and are settling well and are making good transitions. We saw children's craft work and individual photographs prominently displayed and they were keen and proud to show pictures to us. One parent told us that their child looks forward to the days he attends the club and has very supportive relationships with staff .

Children's self esteem is promoted by the consistency and quality of the relationships with staff and their peers.

#### **How well do children interact?**

Children from a wide age group attend the Breakfast Club and the After School Club and we saw that positive relationships are in place where older children support children who are not usually in their circle of friends. We noted staff asking children to give feedback to one child who had constructed an impressive model and this was done with enthusiasm. Children of all ages sat down to eat their tea together and this is used as a time for social interaction and is a lively friendly occasion where children swop stories and talk about their lives outside the club. We noted that children cooperated well together and patiently waited

their turn until their food was ready. Children are able to comply with the rules for socially accepted behaviour and they readily transfer this learning from the school environment to the club.

Children's emotional well being is enhanced by the positive interactions they experience.

### **To what extent do children enjoy their play and learning?**

Children told us that they value the consultation with them that takes place about how the service operates. They are able to make suggestions in the meetings about issues which affect them which include activities and the menu for tea time. There are good opportunities available for children to develop creative skills and for physical outdoor activities. We saw photographs of younger children in the Clwb Meithrin accessing the field behind the premises. Children enjoy feeding chickens and goats and exploring the natural environment. They are active and curious learners and this is encouraged with the good variety of experiences they encounter. Children told us that they like using the school computers at the end of the session, especially in the winter when it is too dark to play outside.

Children gain a sense of achievement from engaging in stimulating, creative activities.

### **How well do children develop, learn and become independent?**

Children are encouraged to follow personal interests and to freely choose and direct their own activities. They are motivated and show initiative to finish tasks as they value the sense of satisfaction which follows. We saw children helping with clearing away dishes at the end of teatime and it was clear they understood that the next activity was dependent upon the completion of the task. Activities are planned which match the time of year and seasons and festivals are celebrated regularly. Children told us that they enjoyed and looked forward to cooking their own tea on one evening each week. The children plan the meal beforehand and all take part in the preparation. This provides children with a meaningful, first hand task with which they actively participate and value the results.

Children develop confidence and independence skills by accomplishing tasks which they are able to self direct.

## Care and Development

### Summary

There are effective procedures and systems in place which ensure that staff have the knowledge and skills to offer a good quality service to the children in their care. Regular monitoring is carried out and staff have a good understanding of the needs of children.

### Our findings

#### **How well do practitioners keep children safe and healthy?**

There are some effective systems in place which practitioners use to maintain the health and safety of children. Safeguarding has a high priority and underpins all practices within the club. All staff have undertaken child protection training and understand their responsibilities to identify and monitor risks and to refer any concerns to the appropriate agency. We saw that staff were vigilant with regard to maintaining cleanliness within the class room and that children were asked to wash hands before eating and after using the toilet. Tables were cleaned before and after tea time. We recommended that staff use the Public Health Wales Infection Control for Childcare settings audit tool to ensure that the service is up to date with current best practice. We discussed the management of children with medical conditions and recommended that further information is sought to ensure that practitioners are clear about maintaining the health of children with allergic reaction conditions. The person in charge agreed to discuss this situation with the appropriate health practitioners without delay. We recommended that drinking water was readily available and accessible for children at all times.

Staff keep children safe and well. Clear information should be sought for individual children when necessary and appropriate risk assessments put in place.

#### **How well do practitioners manage interactions?**

Practitioners work in line with the service's behaviour management policy. They are consistent in their approach and respond to children as individuals, taking into account their stage of development. Realistic boundaries are set and children understand what is acceptable. We heard children receiving praise and encouragement from practitioners and it was clear that they valued positive interactions. We saw practitioners kneeling down to the level of younger children and asking them why they were upset. There is a reward system in place which consists of stickers and a chart on the wall which indicates which children have been helpful, co-operative and well behaved. Staff encourage older children to take responsibility for their own behaviour and hold regular sessions to support them to reflect on their actions. Staff act as positive role models and show respect to children and each other.

Practitioners promote children's self esteem by the positive management of behaviour.

#### **How well do practitioners promote children's play, learning and development and meet their individual needs?**

Our discussions with practitioners showed that they received good information from the school which identified children's individual needs. We saw files which practitioners keep to track children's individual progress. Activities are designed to meet the personal interests of children and respond to children's requests. Children told us that they like spending time

outside when the weather is fine and enjoy trips to the woods which lead from behind the school. We heard children discuss 'looking for the Gruffalo under the bridge which moves' with excitement. Opportunities for developing curiosity in the natural world are provided in the woods as children enjoy using magnifying glasses to look for worms and insects. They also described growing pumpkins and sunflowers which was a new experience for them. Children in the After School Club told us that they have been involved in discussions to decide activities and that as a group they choose to spend time doing art and craft activities as well as on the computer. Children with additional needs are included in all areas of play and learning and staff work closely with teachers to ensure that information is shared.

Staff ensure that children's needs are well met by planned learning and recreational opportunities.

## **Environment**

### **Summary**

The environment is welcoming and well maintained and meets the needs of the children appropriately. Leaders ensure that the health and safety requirements set down in the National Minimum Standards are implemented and that risks are regularly assessed.

### **Our findings**

#### **How well do leaders ensure the safety of the environment?**

All staff are aware of their responsibilities with regard to maintaining a safe and hazard free environment. They are required to follow the service's policies and procedures and ensure that children are well supervised at all times. We saw that safety assessments are regularly carried out and that any risks are identified and eliminated. Access to the classroom is via a key pad and only authorised visitors are allowed entry. All visitors sign in and out. Radiators are covered and we saw that a new kitchen had recently been installed into a corner section of the room. The kitchen is separated from the classroom by a half wall and door and provides safe and well designed amenities to prepare food and drinks. All safety records are managed by the school and regular maintenance is carried out.

Leaders ensure that children are kept safe and well by following good systems and regular safety checks.

#### **How well do leaders ensure the suitability of the environment?**

The premises are welcoming and provide a suitable environment for children's play and learning. The classroom is spacious and has good facilities. The toilets are well maintained and there is a separate sink in the classroom which is used to wash hands and craft resources. Children told us that they liked playing outside after school when it was not dark and enjoyed the climbing frame, the play house and playing football. Children's learning experiences and skill base are extended with the variety of activities offered to them. We saw that children were well settled and felt a sense of belonging to the group as they were familiar with the routines and were comfortable within the environment. Children are able to relax with their friends or engage in activities of their choice.

Staff ensure that children's wellbeing is enhanced by providing a stimulating environment which offers choice and is inclusive.

#### **How well do leaders ensure the quality of resources and equipment?**

The club shares all resources with the school and the responsible individual ensures that all safety standards are maintained. The resources are of good quality and we saw that there was sufficient furniture and resources for all children. Toys and play materials are varied and promote equality well. The person in charge told us that they were mindful of the cultural and religious beliefs of children and celebrations of seasonal events are arranged to include all children. We saw that good use was made of sustainable resources and recyclable materials and children told us that they had enjoyed making a rocket from cardboard and cartons.

The quality of resources ensures that children enjoy safe, valuable learning experiences.

## **Leadership and Management**

### **Summary**

Overall we found that the leadership and management of the service is carried out by experienced staff who are clear about their responsibilities to maintain a good quality service which promotes positive outcomes for children. Updating of documents must be carried out in line with the Regulation of Child Minding and Day Care (Wales) Order 2016 and National Minimum Standards.

### **Our findings**

#### **How effective is leadership?**

There is a statement of purpose which provides details of how the service runs. The service was not operating according to the information in the statement of purpose. We recommended that this document is kept up to date and sent to CSSIW with any amendments. We also recommended that the current insurance certificate and statement of purpose should be displayed rather than the previous versions of these documents. Policies and procedures are available to parents when they register their children and at all times within the service. There are two persons in charge who are both responsible for the day to day running of the service. The responsible individual who has overall responsibility to ensure that there are effective policies in place is a regular visitor to the club and oversees the service first hand. The managers have a sound understanding about current best practice relevant to children in their care and ensure that the team have the skills and knowledge to provide an effective service.

Managers work together to provide positive outcomes for children. Documents must be updated as required by the regulations.

#### **How effective is self-evaluation and planning for improvement?**

Children told us that they have regular opportunities to take part in discussions about the planning of the club. They have made decisions which have been implemented and they feel that their views are valued. These include the organisation of activities such as film nights and cooking sessions. The quality of care report is in progress and we discussed the need to include the views of parents, children and staff on the service provision as required by the regulations. The persons in charge told us that they work with the responsible individual to discuss and implement improvements to the service. They told us that the newly fitted kitchen had made a positive difference to the daily management of the service. The service works in partnership with the school and information is shared as appropriate. Parents told us that they understand the process about how to make a complaint. The service has received no complaints.

There are effective procedures in place to plan for an improving service

#### **How effective is the management of practitioners, staff and other resources?**

Staff are deployed effectively to ensure that children are well supervised. We saw records which showed that the system for recruitment of staff is mostly safe and robust. There was evidence that some information was missing from staff files relating to photographs and proof of identity and we recommended that this was addressed without delay. All staff receive termly one to one supervision sessions and annual appraisals with their manager. We saw records which showed that feedback was provided to practitioners and that individual learning and training needs were discussed and planned. All staff are clear about their roles and responsibilities and we saw that they managed the sessions well to take into

account the diverse needs of all children. There is a contingency plan in place to manage staff absences and these are planned in advance if possible. The responsible individual has stepped in to cover as needed, ensuring continuity of care.

Leaders ensure that staff receive the support and development opportunities needed to provide a good quality service.

### **How effective are partnerships?**

The service works closely with parents and the school to establish the care and learning needs of all children. Parents are kept fully informed about their children's wellbeing and told us that they receive the information they require. Parents collect their children from the after school club and after the clwb meithrin and they therefore have regular direct contact with staff. Parents told us that they trust the staff to care for their children as 'they know her very well' and 'she loves attending'. They told us that the club is a valuable service to them as it provides them with flexibility with regard to their work commitments. The persons in charge told us that they have built up solid community relationships and that the clwb meithrin regularly attends village festivals and services in the Welsh chapel.

Good relationships and partnerships are in place which benefit children and promote good outcomes.

## **Improvements required and recommended following this inspection**

### **Areas of non compliance from previous inspection**

None

### **Areas of non compliance identified at this inspection**

None

### **Recommendations for improvement:**

The service must:

- ensure that all medical information is full, detailed and updated so that children with allergic reaction conditions are kept safe;
- use the Public Health Wales Infection Prevention and Control for Childcare settings audit tool (2014) which would ensure that the setting is up to date with current guidance and that children benefit from best practice in health and hygiene measures;
- ensure that the statement of purpose is updated when any changes occur, especially in relation to service availability;
- ensure that the current statement of purpose and insurance certificate is displayed within the premises;
- ensure that each staff file includes proof of identity along with a recent photograph and
- ensure that drinking water is easily accessible to all children at all times.

## **How we undertook this inspection**

- One inspector undertook an unannounced visit to the service for five and a half hours; we observed the children and the care they received throughout day using our Short Observational Framework for Inspection tool (SOFI). This enables inspectors to observe and record life from a child's perspective and captures children's engagement and the care provided by staff;
- we spoke to a number of children during the day, three parents and three members of staff;
- we looked at a wide range of records. These included the statement of purpose, risk assessments, copies of policies which including safeguarding, daily checklists, three staff files and three children's files and
- we made a visual check of all areas.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Tracy Reeves
Persons in charge	Leanne McCarthy Rosemarie Harries
Registered maximum number of places	32
Age range of children	4-11 years
Opening hours	8:00-9:00 Monday to Friday 12:15-15:00 Monday to Wednesday 15:15-17:30 Monday to Friday
Operating Language of the service	Welsh
Date of previous CSSIW inspection	14/02/2014
Dates of this inspection visit	24/01/2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes, the service provides the Welsh language active offer .
Additional Information:	