



## Childcare Inspection Report on

**Ciwb Enfys Penmaenmawr**

**Ysgol Pencae  
Ffordd Craiglwyd  
Penmaenmawr  
LL34 6YG**

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

**This report is also available in Welsh**



**Date Inspection Completed**

26/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

## Description of the service

Clwb Enfys is based in Ysgol Pencae Pemaenmawr in Llanfairfechan. The service is registered for 71 children under the age of 12 years. The responsible individual is Grainne Mc Donagh and the persons in charge are Trudi Roberts and Julie Everley. The service operates each day during term time from 3pm to 6 pm. The main language of the service is English. This is a service that does not provide an 'Active Offer' of the Welsh language.

## Summary of our Findings

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Good
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Good

### 1. Overall assessment

Children are happy, valued and experience positive interactions. They benefit from a variety of activities from which they can choose. They have a stimulating and well equipped environment in which to play and learn. They are cared for by staff who also work in the school and understand how to keep them safe and who promote daily outdoor play.

Leaders have an appropriate oversight of the service. They use feedback to plan for improvements and have a good relationship with parents.

### 2. Improvements

Some new equipment has been purchased for the children to give them greater variety of activities. The fire evacuation procedure has been changed and more detail added. There are now contract/enrolment update forms for parents so they can review and amend their details. The Child Protection Policy has been updated with more information added so that staff know what to do and who to contact. All policies and procedures have been reviewed with the new review date added, this includes the parent/carer handbook. The complaints policy has been updated to be more user friendly with correct timescales. A poster has been created which includes contact numbers of all relevant people, such as social services, CIW, and NSPCC. This will ensure everyone is fully aware of the procedure including staff, parents and visitors. The accident/incident form has been reviewed to contain more detail. The operational plan has been reviewed and updated. A new format for the Quality of Care review links to the inspection framework. First aid courses have been booked for September. Staff files have been updated and reviewed to include DBS details which will be available on site.

### **3. Requirements and recommendations**

Recommendations have been made in care and development and Leadership and Management.

## **1. Well-being**

**Good**

### **Summary**

Children are given choice and are listened to. They speak confidently and are happy and relaxed. They interact positively with each other and with staff and they behave well. Children enjoy a good variety of activities and are interested in what they are doing.

### **Our findings**

Children made decisions and knew they would be listened to. Children confidently made decisions about what they played with and moved freely and happily between activities, which took their interest, such as playing in the construction area. They were confident learners who would respond appropriately when spoken to. Many children took time to chat to us and explained what they were doing. Children were secure because their views were valued and respected.

Children felt safe and happy. They were made to feel valued, so they settled well and quickly once arriving at club and expressed enjoyment. They were familiar with the daily routine which provided them with ample opportunities to experience different environments and regular outdoor play. Children were able to form positive emotional attachments with staff and each other. They played contentedly alongside one another when playing ball games and hide and seek and chatted with ease together during snack times. We saw children who participated enthusiastically.

Children interacted well and had fun. They co-operated with staff and followed instructions. For example, after being reminded by staff not to use the fixed gym equipment children responded appropriately. Children listened carefully and during tidy up time they helped to ensure the toys and resources were safely tidied away. Children were motivated and confident to play and learn and became actively involved in the range of activities available to them. Children engaged positively with activities and were eager to show us what they were doing and confidently told us how much they liked coming to the club.

Children were interested in and enjoyed the range of play experiences they had. However, children did not have sufficient opportunities to become independent at snack time, such as serving themselves. Children were provided with a few opportunities to develop their independence. Children were able to do things for themselves. For example, they washed their hands independently.

## **2. Care and Development**

**Good**

### **Summary**

Staff have close relationships with the children and know them well. Staff ensure children are kept safe and generally promote healthy lifestyles. Staff provide a range of activities which meet children's individual needs. They encourage positive interactions and are good role models.

### **Our findings**

Staff had a good understanding of how to keep children safe. They understood the policies and procedures in relation to safeguarding. Staff had completed relevant training which enabled them to provide first aid treatment. Accident and incident records were completed appropriately. Staff kept the environment free from hazards and promoted the children's safety providing individual support as required. Staff promoted physical activity outside and provided good opportunities for children to be active. Staff implemented risk assessments. For example, not allowing children to play on the gym equipment or near the fence at the edge of the field. Staff provided a snack of wraps, however generally the food and drinks served to the children should be reviewed to take into account the new nutritional guidance for child care providers.

Staff managed interactions well. They were consistent with their approach to managing behaviour and as a result, children co-operated and behaved well. Staff sat alongside or near the children whilst they played, offering guidance and encouragement. Staff were familiar with the children in their care and positive bonds of affection were apparent as children approached them comfortably. They spoke to the children affectionately and a relaxed and happy atmosphere was apparent. Staff had a positive rapport and interacted warmly with the children.

Staff provided a range of activities, resources and opportunities that were suitable for the ages and stages of development of the children attending and took into account their interests. Staff promoted independence by allowing children to move freely round the environment, accessing resources, however, many opportunities were missed for children during snack time. For example, they were not able to serve themselves food or set and clear the tables.

### **3. Environment**

**Good**

#### **Summary**

Leaders are committed to ensuring children are cared for in a welcoming, safe and suitable environment. Leaders provide a selection of resources which promote children's play and learning and the layout encourages children's independence. Leaders ensure there are systems in place for regular maintenance and hazards are quickly identified and addressed.

#### **Our findings**

Leaders had effective checks in place that were conducted daily to ensure the environment was safe and free from hazards before children arrived. The environment was kept clean and hazard free and all areas were tidy. Visitors to the service were recorded and the doors locked to prevent unauthorised access.

There was plenty of space indoors and outdoors to move around and be active and areas of interest were set out. Toy boxes were easily reached by the children. Suitable toilets and hand washing facilities all promoted children's independence. There were well equipped and defined areas and children's craft work was on display, making the environment homely for them. The outdoor enclosed area which was shared with the school provided an effective learning and play environment for children. The environment was light, bright, and airy and provided children with a range of opportunities to investigate and explore, which encouraged them to learn through play, especially in the mud kitchen.

Leaders ensured resources and equipment were clean, in good repair and suited the children's ages and stages of development. The choice of resources encouraged children to follow their interests and develop different skills. For example, children were developing their ball skills in the school yard. We saw children working with good quality resources and suitable tables and chairs enabled everyone to sit together to eat snack or carry out table top activities, such as games. Resources were varied and stimulating and leaders made sure children had a range of household and natural resources which could be used in different activities.

## **4. Leadership and Management**

**Good**

### **Summary**

Leaders understand their roles and what needs to be in place in order to manage the service well. Leaders ensure completed paperwork is kept in order. Leaders support staff and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents, the Cylch and the school. Leaders ensure there are some systems in place to monitor the service.

### **Our findings**

Leaders understood their role in managing the service. They ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders ensured record keeping was appropriately kept up to date. Attendance of staff and children was noted appropriately.

Leaders had completed an annual review and questionnaires had been produced for parents, asking for feedback in relation to aspects of the running of the after school club. Leaders took into account views of the children by watching and talking to the children about what they liked to do. We spoke to parents who told us they were happy with the service. Staff told us the changes they had made by re arranging space such as the construction and quiet areas and how this had improved play which was of benefit to the children.

Leaders generally followed a safe and timely recruitment processes but need to ensure all records and information are easily available. For example, as staff information is stored in the main nursery it was unavailable for inspection. Basic information should be held on site such as confirmation of DBS checks and evidence of qualifications. Leaders ensured staff were supported and encouraged them to attend training and other relevant courses.

Leaders had established good partnerships with parents and the school. This also extended to the Welsh playgroup (Cylch) with whom the service shared the indoor premises and some equipment. Parents provided written information about their child before starting and leaders ensured these were shared with staff in relation to each child's needs and preferences. Leaders worked closely with parents and professionals to ensure children with individual needs received the care they needed. Leaders made sure their partnership with the school benefitted the children by sharing outdoor spaces such as the field and mud kitchen.

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

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement;**

- Ensure children have more opportunity to do things for themselves at snack time;
- to take into account the new nutritional guidance for child care providers when preparing food and drinks to the children; and
- keep some relevant staff information securely on site so it is available for inspection.

## 6 How we undertook this inspection

This was a full unannounced inspection carried out as part of our schedule of inspections. One inspector visited the service on 26 June 2019 between 3.00pm and 6pm. The person in charge contacted CIW after the inspection to inform us the recommendations had been addressed.

We:

- inspected a sample of documentation and policies;
- observed practice to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, practitioners, and parents;
- looked at the areas used by children and resources on the day of our inspection; and
- gave feedback to the person in charge on 8 July 2019 of what we found and areas for improvement.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
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<b>Responsible Individual</b>	<b>Grainne McDonagh</b>
<b>Person in charge</b>	<b>Trudi Roberts Julie Everley</b>
<b>Registered maximum number of places</b>	<b>45</b>
<b>Age range of children</b>	<b>Under 12 years</b>
<b>Opening hours</b>	<b>3pm to 6pm</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>22 March 2016</b>
<b>Dates of this inspection visit(s)</b>	<b>26 June 2019 and further feedback to the person in charge on 8 July</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'</b>
<b>Additional Information:</b>	

**Date Published 11/09/2019**