



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

Childcare Inspection Report on

Clwb Ilar

**Ysgol Llanilar
Llanilar
Aberystwyth
SY23 4PA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Clwb llar After School Club was registered in 2009 to provide out of school care for a maximum of 24 children. At the time of the inspection, the service offered care to children aged four to eleven years between the hours of 3.30pm and 5.30pm, Monday to Thursday during term time only. The registered person is Michael Carruthers and the person in charge is Nia Evans. The language of care is Welsh. Clwb llar operates from Yr Hen Ysgol community centre, Llanilar.

Summary of our findings

1. Overall assessment

We found that children enjoy themselves at Clwb llar. They have fun with their friends and are cared for in a safe and stimulating environment. Children are cared for by knowledgeable and nurturing staff who confidently meet their needs. Parents are happy with the service provided.

2. Improvements

Children are involved in planning activities

3. Requirements and recommendations

We recommended that

- children are given more opportunity to be independent at snack time
- leaders register the after school club with local authority food agency standards agency.

1. Well-being

Summary

Children are well settled and happy at the club. They told us that they enjoy coming to the club, playing with their friends and doing activities such as arts and crafts, lego, playing pool as well as football outside.

Our findings

1.1 To what extent do children have a voice?

Children make choices and express themselves.

We observed children confidently choosing games and making requests to staff. Children independently chose to play alone, with friends or with staff. Children asked staff to join in a game of pool as well as asking for a larger piece of paper during imaginary play to write a shopping list. Children asked staff if they could set up the Xbox for them. Staff responded positively each time to children's requests. During snack time children were given a choice of fruit and offered an alternative to toast which was Monday evening's usual snack. They were very polite and confident in their interactions with staff.

Children are confident that they have a voice.

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

Children form positive relationships and feel confident that their feelings will be taken into account.

Children smiled, laughed and chatted with their friends and with adults. Children identified the staff that they would speak to if they felt sad and told us that they felt safe at the club. We observed that the children were happy when they arrived at the club. They were evidently familiar with the routine on arrival at the community centre and promptly washed their hands before snack. Older children initiated a game of "I spy" whilst the snack was being prepared. Children naturally took turns and giggled happily as various options were shouted out and rejected.

Children are well settled and feel secure and happy.

1.3 How well do children interact?

Children interact in a positive manner with their peers and adults.

We observed children playing co-operatively throughout the club session. A group of children happily played with the lego and discussed where to put their canons. Two children played with the dolls and pretended to go to sleep in the pop up tent. A child wanted to

show their work in the arts and crafts area to staff members. The child was so proud when staff admired the picture and kept it safe until the parent arrived. The child eagerly showed their picture to their parent. As a parent arrived to collect their child the child proudly introduced their friend to them, smiling broadly. Older children were very kind to younger children moving seats unprompted so that younger children could sit next to their siblings as well as moving partners, when requested by a younger child, before the walk over from the school to the community centre. Whilst playing pool the older children were very patient with a younger child who was playing for the first time.

Children interact very well with others.

1.4 To what extent do children enjoy their play and learning?

Children engage in self-directed play at this club and are interested in what they do.

Children chose from a range of activities available. They told us that they could choose what they do and that they particularly enjoyed colouring, dolls and prams, lego and football. We observed children playing busily and engaging fully with their chosen activities throughout the session. A group of children were engrossed in their game of "olden days" lego. Two children happily played with the kitchen placing role play food in the microwave and saucepans. Children enjoyed playing a game of pool with one child jumping up and down with excitement when they potted the black ball.

Children enjoy their play very much.

1.5 How well do children develop, learn and become independent?

Children are confident, motivated and are developing their independence however, they are not given opportunities to be independent during snack time.

Children showed confidence in choosing their own activities and directing their own play, such as imaginative play in the role play kitchen and with the lego. Older children initiated games of I spy and charades whilst snack was being prepared. Before snack, children independently washed and dried their hands. However, children were not given the opportunity to be independent during snack time and were not involved in activities such as preparing the table, buttering toast, pouring drinks and clearing away cups and plates to the designated area.

Children are developing well and have some opportunities to be independent.

2. Care and Development

Summary

Staff know the children in their care well and provide responsive care that meets their individual needs. They create a relaxed and nurturing atmosphere where children are supported to participate in the play of their choice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have undergone the training necessary to keep children safe and healthy.

Staff had completed child protection training and when given various scenarios, they were able to give the correct procedures to follow. Staff had undergone training in paediatric first aid and had clear procedures in place to deal with any incident. Staff ensured that all children washed their hands before sitting down for snack time. Children were encouraged to eat healthily at snack time with various options served daily.

Staff are efficient at keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

Practitioners support children to interact appropriately.

We observed staff encouraging children to share, to be kind to each other and to think about other children's feelings. Staff regularly praised children. They had a good understanding of the needs and different stages of development of children and they were sensitive to these when managing interactions between children. The staff modelled expected behaviour by talking to each other and to the children kindly. Parents told us that staff were caring and supportive and that their child had learnt to be kind to younger children at the service. Children told us that staff were kind to them at the club.

Staff manage interactions well.

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

Staff allow the children to lead their own play and are responsive in providing extra support where it is needed.

Staff provided nurturing and responsive care. We found through talking to and observing them that they knew the children well. They provided extra support for children to participate in activities when it was needed, such as when a younger child was trying to put their shoes on

and needed some help. We also saw a member of staff playing a game of pool at the child's request. Staff supported the development of children's language and social skills because they sat at the children's level and chatted to them, about their interests, school and home lives. Staff planned a variety of activities for the children and encouraged the children to contribute their ideas as well. Children chatted animatedly about the rafts they had built in club the previous week and how they had been allowed to test them on the river. We saw photographic evidence of various planned activities such as cooking and arts and crafts.

Staff promote children's play and development effectively and are competent at meeting their individual needs.

3. Environment

Summary

Leaders use a community centre for the child care. They ensure that the environment is clean and well-maintained and is suitable for the age range of children that are cared for.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders have arrangements in place to ensure that the environment is clean, safe and secure.

The door to the building was kept locked and visitors were unable to enter without being let in. A visitors' book was in place and was actively used to record any visitors' presence. Maintenance records showed that fire and smoke alarms had been tested. Fire extinguishers were kept on the wall and the service carried out fire drills which were logged in detail. All electrical equipment was PAT tested and the heating system was checked annually. Cleaning equipment was stored in a store cupboard to which children had no access. The environment was clean and tidy. Public liability insurance was in place. Staff escorted the children from the school to the community hall. This was carried out in an orderly fashion with children walking in pairs and wearing high visibility bibs.

Leaders ensure that there is a safe environment for the children.

3.2 How well do leaders ensure the suitability of the environment?

The environment is spacious and well maintained.

Leaders ensured that the children were cared for in a child-centred environment. The service shared the premises with the local community and as such all equipment and resources had to be set up and packed away daily. We observed the children being cared for in the hall with plenty of room to move around. The children also had access to a smaller room in which they ate their snack, played on the Xbox and carried out art and craft activities. The children also had access to a pool table situated in the inside foyer of the community centre.

The environment is well suited for children.

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

Children benefit from good resources, equipment and toys.

Resources and equipment were of good quality and suitable for purpose. Staff had provided boxes of toys which were brought out for each session and children could easily access toys and equipment independently. Staff told us that equipment was cleaned regularly and any broken toys disposed of and replaced. There was an ample amount of resources for the children to choose from. The children also have access to the school's outside area, the local park and cycle path. The leaders had carried out risk assessments and had sought parental permission for their children to use these outside areas.

Leaders and staff provide and maintain good quality resources and equipment.

4. Leadership and Management

Summary

Leaders have created a positive ethos and have built effective relationships with parents. Leaders recruit suitable staff who also work in the school and competently evaluate the service.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service remains compliant with the regulations and the national minimum standards. Children's needs are at the centre of the provision.

Leaders ensure that staff fully implemented the service's policies such as the behaviour policy and we saw them giving praise throughout the session. They told us that they reviewed policies regularly. We saw the current public liability insurance certificate displayed. The statement of purpose complied with the national minimum standards and was updated regularly. Staff evidently had positive relationships with parents, who gave very complimentary feedback about the service.

Leadership is effective at this service.

4.2 How effective is self evaluation and planning for improvement?

Leaders seek the views of parents, staff and children as part of an annual review. Action points were developed in order to drive improvements in the service.

Parents, staff and children had completed questionnaires in the summer term of 2017. Leaders had analysed the feedback and had identified action points or targets in order to improve the service. Leaders had provided a suggestion box for parents and held circle time once a week to gain the views of the children. We found that the children's views were sought at various times during our visit for example children were asked if they were happy to have toast as a snack as well as being consulted during the planning of activities.

The self-evaluation system is effective and leaders appropriately plan to drive improvements to the service they provide.

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

Leaders ensure that the service is correctly staffed and there are enough activities on offer for the number of children attending.

We checked staff files and found that all the relevant documentation was in place and that all necessary checks had been carried out. Staff were suitably qualified. Leaders had

carried out the annual appraisals on all staff and had identified training needs and personal targets for development.

Management of practitioners, staff and other resources is good.

4.4 How effective are partnerships?

Leaders have developed a good relationship with parents

We saw that there was a relaxed discussion between parents and staff when carers collected their children. The person in charge informed us that this was how parents were kept informed of any developments at the service. Leaders had agreed contracts with all parents and had sought consent for aspects of the service such as taking photographs. Parents told us that the service communicated well with them.

Leaders build effective partnership with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended that:

- children are given more opportunity to be independent at snack time
- leaders register the after school club with local authority food standards agency.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

An inspector undertook a visit to the service on 25 September 2017 lasting a total of 3 hours;

- we inspected a sample of documentation and policies including staff files, children's files, policies, training records, accident logs and planning records.
- we observed children using the SOFI (Short observational framework for inspection) tool and general group observations and
- we spoke to the registered person, person in charge, children, parents and staff.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Michael Carruthers
Person in charge	Nia Evans
Registered maximum number of places	24
Age range of children	4-11 years
Opening hours	3.30pm-5.30pm Monday to Thursday
Operating Language of the service	Welsh
Date of previous CSSIW inspection	14 October 2014
Dates of this inspection visit(s)	25 September 2017
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	Yes. This is a service that provides an "Active Offer" of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	