



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

Childcare Inspection Report on

Clwb Hwyl Ysgol Griffith Jones

**Station Road
St Clears
SA33 4BT**

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 Hwyl Griffith Jones was registered in April 2002 and provides an out of school service for up to 48 children between three and 12 years old. The club operates from Ysgol Griffith Jones in St Clears and operates Monday to Friday 3pm to 5:55pm during term time only. The service is provided through both the Welsh and English language. The registered person and person in charge is Vanessa Davies.

Summary of our findings

1. Overall assessment

We found that children enjoy themselves at Clwb Hwyl Griffith Jones. They have fun with their friends and are cared for in a safe and clean environment. Children are cared for by staff who know them well. Parents are happy with the service provided.

2. Improvements

We received a notification of staff changes during the inspection process.

3. Requirements and recommendations

We notified the provider of the following non compliance relating to:

- The statement of purpose. The statement of purpose does not meet regulations at present as it does not include the aims and objectives of the service, current information on staffing, facilities available, routines, languages used, admissions policy, arrangements for dealing with any emergency or arrangements to review the statement of purpose and inform CIW of changes to the service.

We also recommended that:

- staff ensure children have access to drinking water throughout entire session;
- staff clean tables with anti bacterial cleaner prior to snack time;
- staff further promote children's independence during snack time by allowing children opportunities to pour their own cereal and milk, pour their own drinks, chop their own fruit etc;
- leaders ensure that students attending the club to complete awards are recorded in the visitors' record;
- leaders update the child protection policy to include the Prevent Duty and gain an understanding of the Prevent Duty;
- staff are clear on the procedure to follow if an allegation is made against the person in charge/registered person;
- leaders ensure that staff receive annual appraisals and regular supervision;
- leaders consider obtaining parental permission for particular activities including the application of nail varnish and hair styling sessions;

- a risk assessment is completed for activities that use electrical equipment, for example hair straighteners;
- staff record the number of children and staff present during fire drill practices;
- leaders obtain a copy of the fire safety check certificate and a copy is forwarded to Care Inspectorate Wales;
- leaders improve the system of recording staff present and record their actual time of arrival and departure;
- leaders date all policies;
- leaders update the contact number for Care Inspectorate Wales on the complaints policy and
- leaders provide children, staff and parents with opportunities to formally record their feedback for the quality of care review report.

1. Well-being

Summary

Children at Clwb Hwyl Griffith Jones are listened to and make choices. They are happy and settled and enjoy opportunities to take part in freely chosen and self directed play.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices, are listened to and all attempts at communication are valued.

Children had access to various activities and resources, from which they were able to choose. Children told us that they were able to choose what they wanted to do and that made them happy and they enjoyed coming. Children freely chose the toys and resources that they wished to use from those set up for them around the hall. Some children chose to spend their time sitting quietly completing a craft activity involving cutting and gluing hearts to create a Valentines Day card, whilst others were involved in playing with construction toys or dressing up. All children participated in some kind of activity and played alongside or with children of a range of ages. During snack time children confidently stated what they wanted to eat and were provided with choice. During our second visit we saw children were offered a choice of three different cereals. One child did not want a wrap to eat during the first visit and was provided with a sandwich instead. During our second visit, we heard one child ask if they could go outdoors to play. This was acknowledged immediately by a staff member and the children that wanted to play outdoors were told to fetch their coats. Some children chose to stay indoors. We also saw children being offered a selection of coloured nail varnish during the second visit and they confidently stated which colours they wanted on their nails.

Children at this service have a strong voice and good choice.

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

Children are settled and happy at this service. Their feelings, likes, dislikes and concerns are taken into account at all times.

We saw children smiling, laughing and chatting with their friends and with adults. They happily chatted to us and asked what we were doing there. Children engaged in conversation freely with the staff and told us they felt happy at the club, "I can't wait to get to club. No work, just play." It was evident that the children had formed very good friendships with others, including those from different age groups. Children explored the hall confidently and chatted animatedly with each other. Other children, who preferred to have some quiet time, sat with friends on the chairs so that they could chill and chat. The children said that they felt that they could approach the person in charge if they wanted or needed

anything. During both visits, we saw children approach the leader and cuddled her. During the second visit we saw one of the younger children walk around the hall holding a staff members' hand.

Parents also confirmed how happy their children were, "They're great, especially for working parents. Don't know what I'd do without the club."

Children are very well settled and feel secure and happy.

1.3 How well do children interact?

Children play alongside and with others in a kind way.

All children interacted well with one another and were polite to the staff caring for them. We saw children playing and co-operating with their friends during the inspection. During the first visit, we saw a group of three children play with the medical kit, pretending to be doctors and patients. One child checked another child's head and wrapped him in a blanket. Children happily accepted a system of taking turns to be the helpers in collecting plates and cups as well as wiping tables after snack. We saw two children laugh and chase each other around the hallway before going to the window together, looking at the scenery and chatting. We also saw two children pull each other across the floor using a blanket as a pulling mechanism. We saw both children smile and laugh loudly at each other. During the craft activity of making a valentines card, we heard one child tell another, " I've got you one" and passed her some scissors. Children sat together and on each other's laps on the chairs and we heard them chatting to each other.

Children interact well with one another.

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

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

Children freely explored the room and moved between the different games and activities that had been set up. We saw children choosing from a range of activities available to them indoors as well as outdoors. Children told us they were able to choose what they wanted to do at all times and did not have to do anything if they did not want to. The back of the hall had been made up as a quiet area with soft play cushions and a row of chairs for children to sit on. We saw children enjoy a craft activity, chatting to staff and to each other about the Valentines Day card they were creating using various coloured hearts and colouring pencils. Other children were involved in a role play situation together; some wearing heels from the selection of shoes available whilst others dressed up as a cowboy and some pushed play pushchairs with dolls in. Children remained at activities for as little or as long as they wanted and followed their own interests.

Children enjoy their play very much.

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

Children are given some opportunities to develop their independence.

Children showed confidence and independence in choosing their own activities such as colouring, playing games, construction play with the Lego along with creative play using the craft materials. During a play dough activity, we heard children discuss the weight of it, stating, "look at this, it's massive and really heavy." However, children did not have opportunities to be fully independent at snack time as they did not pour their own drinks or cereal or chop their fruit. During our visits, we did not see all children put their own toys away when they had finished playing with them as the staff tidied for them. All children used the toilets independently and were confident in telling staff when they needed to go.

Children develop their independence to some extent.

2. Care and Development

Summary

Staff know the children in their care and provide a relaxing atmosphere where children participate in the play of their choice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Not all staff are fully aware of the child protection policy and know what to do if they have concerns about children in their care. The club offers a range of healthy snacks and encourages healthy activities and outdoor play.

Some staff told us what they would do if they had concerns about children in their care and demonstrated that they were familiar with the club's procedures; however one member was not confident in her response. They stored food offered for snack in line with Food Standards Agency guidance, and we saw that some members of staff had received food hygiene training. Staff offered a range of healthy snacks including a choice of ham, tuna or cheese sandwiches with vegetable crudités, pitta bread or wraps with ham, tuna and salad with yogurt or fruit for dessert. Staff told us that fruit and vegetable crudités are offered to the children daily. Water or milk was available for the children to drink; however they were not able to freely access a drink. We saw relatively good hygiene procedures being implemented and children and staff washed their hands before eating. Staff wore disposable aprons and gloves as they dealt with food. Infection control measures were not always in place as we did not see staff members wiping tables with antibacterial products prior to snack; however tables were cleaned with anti bacterial cleaner after snack. We found that there was not a sufficient number of staff trained in first aid to meet the national minimum standards of one member to each ten children. This standard is not always met as there are different members of staff working on different days. The leader told us that she will be arranging for all staff to attend first aid training as a service, rather than separately. Staff used an accident book and all records, except for one, were signed by parents.

Staff are adequate at keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

Staff support children to interact appropriately and their approach is consistent.

We saw that staff praised good behaviour regularly, "Da iawn. Good boy." The staff modelled expected behaviour by talking to each other and to the children kindly as well as promoting open discussion during snack and activity times. We saw staff encourage children to be careful and to show good behaviour when they were running around "Be careful. No running around the tables." Staff encouraged sharing at all times and set clear

guidelines within activities to children, especially as they played on the iPad, "You have to share it ok?" During snack time we heard staff remind children of the need to be polite, "say please. C'mon now, manners please."

Staff manage interactions well.

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

Staff meet their needs and are aware of children's preferences.

There was a relaxed, friendly atmosphere at the service and the children were happy to play at the club. We saw that staff knew the children and were aware of their preferences, for example during snack time they knew a child did not like cheese. Staff were caring and very responsive to the individual needs of the children. During our visits we heard staff ask children what they would like to play with as well as offer them a choice of resources, "What are you going to do? Would you like Lego, dolls, duplo or colouring?" Staff informed parents at the end of each session about what the children had been doing. We saw a member of staff sit with a group of children and supported them in creating a Valentines Day card. During the craft activity, children discussed their favourite colours with a member of staff and were supported to cut hearts with scissors and the staff had modelled an example. We heard the Welsh language being used by staff members during our visit.

Staff promote children's play and meet their individual needs well.

3. Environment

Summary

The environment provides children with opportunities to play indoors and outdoors. Resources are of good quality and the area is clean, well maintained and suitable for the age range attending.

Our findings

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

Children are cared for in a safe, clean and secure environment.

Leaders had ensured that the hall where the children were being cared for was clean. We did not see any hazards during the visit. The front doors of the school were kept locked and visitors were required to ring a bell to gain access to the building. We were asked to sign in and out on our visits. Risk assessments were in place for indoors during the first visit; however there were no risk assessments in place for the outdoor area. This had been rectified by the second visit and we viewed individual risk assessments for the different apparatus outdoors as well as visits, including a climbing structure and visiting the local leisure centre. The leader informed us that staff do a visual check of the hall on a daily basis; however they no longer record these formally. Leaders told us that they do hair styling sessions sometimes, involving hair straighteners. There was no risk assessment in place for that particular activity. Fire drills took place regularly; however they did not record the number of staff and children present.

Leaders ensure that the environment is mostly safe and secure.

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

The room is well maintained and clean.

The out of school club was based in a large hall within the primary school, so there was plenty of space for the children to spread out and take part in a variety of activities. Leaders used areas of the room well to provide spaces for the children. Games and resources had been set up around the room to give the children room to play. They had arranged the snack area to create a sociable area for the children which was accessible to all. The room contained tables and chairs alongside a dedicated area to rest or play, which included soft play apparatus and a row of chairs to sit and chill. Children chose activities freely before and after snack time. The club also had access to a large outdoor area. Children told us they enjoy playing both indoors and outdoors. We saw the outdoors being used during both visits. The building had separate male and female toilets with hand washing facilities. During the first visit the soap dispensers in the toilet were empty; however staff provided children with liquid soap during the second visit.

Leaders ensure suitability of the environment well.

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

Leaders ensure that indoor and outdoor play areas provide appropriate play and learning opportunities. They provide appropriate resources, furniture and equipment to the children.

Leaders had provided play resources that were suited to the age of the children attending the club. Indoors, for example, they had provided children with lego, play dough, dolls, vehicles, craft, colouring activities, iPad, Knex and table football. Children had access to the outdoor area and we did see children use the area during both visits. Outdoors children were provided with a selection of balls and hoops. Leaders provided a sufficient number of tables and chairs that were suitable for the children, as well as suitable cups, bowls and plates.

Leaders ensure that the resources and equipment are of acceptable quality.

4. Leadership and Management

Summary

Leaders have created a positive ethos and have built effective relationships with parents.

Our findings

4.1 How effective is leadership?

The service has a good team of staff who work well together ensuring children's needs are met.

We saw records of children's collection times including a signature of the person collecting them. Staff attendance was recorded on the children's registers using names only and no actual time of arrival and departure. Records of staff present were not always clear as names had been scribbled out and on some sheets recorded as being at the club for half an hour, however they did not record the actual time they were present. As a result, determining child to adult ratios was not always clear. The statement of purpose did not contain all the required information required by regulation. Staff told us that they thought the leader was very approachable and they felt part of a 'family unit' in the after school club. We observed a positive and relaxed atmosphere during our visit.

Leadership is adequate.

4.2 How effective is self evaluation and planning for improvement?

The views of children and parents are taken into account when planning for development of the service.

There was no quality of care review report available to view during the first visit; however the leader had produced a report by the second visit. The report stated that parents' views had been gathered using questionnaires, however we did not see examples of these and the leader informed us that views were collected verbally and not recorded. The leader told us that information gained from the children had been taken into account through discussions held with the children and when purchasing new resources, for example the Lego and the K'nex. No written record was kept of the discussions; however we did view some completed children's questionnaires. These were not dated. The questionnaires stated, "my favourite is the people because they care for us" as well as "we need more Xbox games." During the second visit the leader showed us a suggestions box the children were currently working on. We saw that children had started decorating the box and we were told that this would be used as a tool to collect views in the future. The completed self evaluation report included the views of parents and the children who used the service.

There are basic systems in place for self evaluation and planning for improvement.

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

There were not robust systems in place for the recruitment and management of staff.

The leader told us that there was a supervision system in place and these meetings took place twice a year; however most supervisions and appraisal records had unknowingly been removed from staff files. Following this, the leader had purchased a lockable case to store all paperwork and she was the only one with access to the key and passcode. Staff told us they felt supported by the leader. We viewed four supervision records in total within the sample of six staff files viewed. Two of these supervision records were not dated and the other two had been carried out in April 2017 and May 2017. The service did not have robust procedures in place for staff recruitment because we viewed staff files and these did not contain all required checks and supporting documentation during the first visit; however staff files had been updated to include the information required by the second visit. We found one staff file was missing a job description, however all other documentation was in place.

Leaders management of staff is inefficient.

4.4 How effective are partnerships?

Leaders have a good relationship with the parents.

We saw that there was a relaxed discussion between parents and staff as they collected their children. We spoke to parents / carers who all gave positive feedback on the service, telling us that their children enjoyed coming to the after school club; however one parent informed us that she had not been shown or referred to any policies or procedures. Relationships between staff and children were found to be strong and secure and there was a positive relationship between the club and the wider school. It was evident as children arrived at the club beaming that they were happy to see the staff. Staff welcomed and greeted the children as soon as they arrived. We saw some of the older children greeting the staff with smiles as well as greeting the leader with cuddles. The leader informed us that partnerships are being put in place for the wider community. The older children are taken to the local leisure centre on a monthly basis and students from a local comprehensive school attend the club in order to complete a recognised award.

Leaders build effective partnership with parents and the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- **Regulation 31 (1) of The Child Minding and Day Care (Wales) Regulations 2010.** This was because the Registered Person had failed to inform CSSIW of changes to staffing at the service, and in particular a change to the Person in Charge.
- **Regulation 28 (2) (b) (ii) of The Child Minding and Day Care (Wales) Regulations 2010.** This was because staff recruitment files did not contain all of the information required by schedule 2 of the Regulations.
- **Regulation 16 (3) of The Child Minding and Day Care (Wales) Regulations 2010.** This was because, although the views of children, parents and staff had been sought as part of a review of the quality of care provided, a report based on the findings had not been written.

5.2 Recommendations for improvement

We recommended that:

- staff ensure children have access to drinking water throughout entire session;
- staff clean tables with anti bacterial cleaner prior to snack time;
- staff further promote children's independence during snack time by allowing children opportunities to pour their own cereal and milk, pour their own drinks, chop their own fruit etc;
- leaders ensure that students attending the club to complete awards are recorded in the visitors' record;
- leaders update the child protection policy to include the Prevent Duty and gain an understanding of the Prevent Duty;
- staff are clear on the procedure to follow if an allegation is made against the person in charge/registered person;
- leaders ensure that staff receive annual appraisals and regular supervision;
- leaders consider obtaining parental permission for particular activities including the application of nail varnish and hair styling sessions;
- a risk assessment is completed for activities that use electrical equipment, for example hair straighteners;
- staff record the number of children and staff present during fire drill practices;
- leaders obtain a copy of the fire safety check certificate and a copy is forwarded to Care Inspectorate Wales;
- leaders improve the system of recording staff present and record their actual time of arrival and departure;
- leaders date all policies;
- leaders update the contact number for Care Inspectorate Wales on the complaints policy and
- leaders provide children, staff and parents with opportunities to formally record their feedback for the quality of care review report.

6. How we undertook this inspection

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

- one inspector undertook unannounced visits to the service on 6 and 12 February 2018 for a total of six hours and forty minutes;
- feedback was provided to the registered person during the second visit;
- we observed the children and the care they received;
- we spoke to the staff, several children and parents;
- we read the completed children's questionnaires and
- we looked at a wide range of records including staff and children's files, registers, contracts, the statement of purpose, accident logs and the club's policies and procedures.

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

7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Vanessa Davies
Person in charge	Vanessa Davies
Registered maximum number of places	48
Age range of children	3-12 years
Opening hours	3pm-5:55pm Monday to Friday during term time only
Operating Language of the service	Both
Date of previous CSSIW inspection	2 and 27 February 2015
Dates of this inspection visits	6 and 12 February 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'active offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	