



## Inspection Report on

**Clwb Gofal Teilo Sant**

**Ysgol Gymraeg Teilo Sant  
Rhosmaen Street  
Llandeilo  
SA19 6LU**



**Date inspection completed**

16/03/2022

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## About Clwb Gofal Teilo Sant

Type of care provided	Children's day care Out of school care
Registered provider	Gofal Plant Cyf
Maximum number of registered places	36
Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	<a href="#">This is the first inspection of the service</a>
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'. It anticipates, identifies and meets the Welsh-language and cultural needs of people who use, or may use, the service.

## Summary

The children are happy and independent within the setting. The children develop good relationships with one another and make some choices in the activities that are prepared for them.

The care staff know the children well and provide appropriate care. They offer a service that is safe and at times meets the needs of the children. The care staff respond and interact positively with the children most of the time.

The people running the setting provide an environment that offers some good play opportunities using some appropriate resources. The outside area offers a large and secure space for independent play. This offers additional opportunities for play and development.

The people running the setting offer a timetable that allows the children to follow a routine. Some procedures are clear and feedback from parents is positive. However, aspects of the leadership and management need attention.

The children are confident to converse with care staff and friends and make informed choices about eating and playing. The children are free to move from one activity to another and choose to be inside or outside the setting. They play with the resources set out for them by the care staff. However, they do not make use of the other resources available to them. Overall, the children are confident in communicating in a range of ways according to their age and development. For example, they choose to have sandwiches or not and decide on the filling. The children are happy and create positive relationships with each other. For example, the children say that they like to mix with children of the same age and children from other classes. The children are familiar with the setting's routines and show that they feel safe while moving freely both indoors and outdoors.

The children are kind and considerate towards one another. They share activities well and take turns. The children are polite and say please and thank you consistently when they receive a drink or a snack. During activities, older children show respect. For example, as a younger child joins in a painting activity, older children support and offer praise by saying, *"Oh, very good, but be careful not to mix the colours."*

The children are developing well and are confident in entertaining themselves and creating play opportunities with other children. In the painting activity, the children enjoy the opportunity to work, share ideas, and communicate happily. The children are sociable and confident while discussing and asking questions openly with each other and visitors. The children develop skills to be independent – for example, putting coats on to go out. The children at the setting socialise and play happily within the setting and sit at the tables to play with the resources – for example, games, a large doll's house and Lego.

Overall, the care staff promote the children's health and safety fairly successfully. For example, by encouraging the children to wash their hands before snack time and using the sanitation resources at the setting. However, this is not a regular occurrence. The care staff ensure that the children have access to paper hand-drying facilities, and this is clearly part of the routine. Most care staff have completed safeguarding training. However, not everyone is clear about safeguarding procedures. When preparing snacks, the care staff ensure clear hygiene and routines by wearing gloves and clearing tables.

Overall, the care staff provide care that is safe and meets the children's basic requirements effectively. When preparing and offering sandwiches, they respond well to the children's wishes with regard to the fillings. They select and set resources for them and sometimes offer opportunities for different activities, such as painting. However, there is generally little interaction and discussion with the children, and they do not encourage children to choose their own resources, thus limiting opportunities for independence.

The care staff are experienced and competent and are familiar with the arrangements of the service. They respond well to the children's needs and wishes, for example giving a choice of which film to watch and then preparing the area for them.

The setting is run from a cabin located in the school grounds. The environment is safe and there is no access to the setting without the official permission of the care staff. The cabin is located next to the school's main entrance, where there is permanent access to toilets and hand-washing facilities. The people who run the setting provide a hand sanitiser at the main entrance and put in place arrangements to keep the children safe. The setting's risk assessments are in place and visitors' and children's records are maintained by the people running the setting, as well as a file of emergency telephone numbers. The setting's statement of purpose notes that the service is also run from one other room in the school.

People running the setting offer satisfactory resources and these are stored in cupboards in the main room. Although there is a range of resources available to the children, on the day of the inspection we saw a small choice, with these resources being set out for the children. The children have permanent access to the outside yard and enjoy the freedom to move both indoors and outdoors during the session. Although the surrounding outside area contains a mud kitchen and a satisfactory resource shed, these are not used by the children. Resources have not been updated recently.

The people running the setting maintain satisfactory records which, generally, reflect the service provided, and show that the daily routine of the club is correct. However, even though records are updated annually, some documents for example the statement of purpose does not hold correct information. Supervision of the care staff is carried out but not recorded.

The people running the setting complete a quality of care report which includes evidence that they gather feedback through questionnaires from the club's users as well as the care staff. The people running the club use a self-evaluation approach for the service and confirm that feedback shows that a high percentage of parents and carers are happy with the way the setting has been run during the COVID-19 period and are happy with the quality of care. The people running the club also confirmed that the children said they would like to see more messy play, cooking, sports and trips to the park, but no evidence of these was seen on the day of the visit.

The people who run the club look after the care staff working at the setting. The care staff working at the setting report that they are happy and have worked at the setting for a number of years, and the staff files and quality of care report reflect this.

There are good partnerships between the people who run the setting and its users. They communicate with the parents with an open door approach, where the care staff talk and offer verbal feedback at the end of each session, and this was observed on the day of the visit. The parents spoken to on the day of the visit were positive about the care and praised the club. The people who run the club have a good partnership with the school.



## Recommendations to meet the National Minimum Standards

Manually add R1, R2 etc. and the wording required. These are not regulations, but national minimum standards.

R 1: Ensure that child safeguarding understanding and procedures are reflected in the service's practice.

R 2: Ensure consistency in the service's hygiene procedures.

R 3: Ensure that a wide choice of resources and activities are organised for the children.

R 4: Update the statement of purpose to reflect how the setting is run.

R 5: Update policies and the club handbook.

R 6: Record staff supervision notes.

R 7: Check the first aid qualification includes 'paediatric'.

### Summary of non-compliance

Status	What each means
<b>New</b>	This non-compliance was identified at the inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection but was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection but was not achieved.
<b>Achieved</b>	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 act by the target date, we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at the inspection	N/A

Where we find non-compliance with regulations but there is no immediate or significant risk for people using the service, 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. Where the provider has failed to make the necessary improvements, we will escalate the matter by issuing a Priority Action Notice.

### Areas for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at the inspection	N/A



Ratings	What each rating means
<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 there are more important areas for improvement than strengths and there are significant examples of non-compliance that negatively affect children’s well-being. Where services are poor, we will take enforcement action and issue a non-compliance notice.

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