



Inspection Report

Bronington Children's Club

**School Lane
Bronington
SY13 3HN**



Date Inspection Completed

10/11/2021

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About Bronington Children's Club

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Bronington VA Primary School
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<u>Well-being</u>	GOOD
<u>Care and Development</u>	GOOD
<u>Environment</u>	GOOD
<u>Leadership and Management</u>	GOOD

For further information on ratings, please see the end of this report

Summary

Children have a strong voice and can make choices and decisions. They are very settled, happy and relaxed in the care of staff. Children interact well together, respecting and sharing resources and space. Children develop skills and independence through play and learning experiences they enjoy.

Staff understand their roles and responsibilities. They implement policies and procedures effectively, including safeguarding, which is a high priority. Staff are warm and caring; they interact well with the children, supporting their wellbeing and development. Staff know the children well, allowing them to provide suitable and enjoyable resources and activities.

The environment is safe and generally secure. It is an inviting space where children gain a sense of belonging. Children play and learn successfully, with a good variety of well-maintained and suitable resources.

People who run the setting are clear about their roles and responsibilities. They ensure paperwork is up to date and well organised and self-evaluation is ongoing. People who run the setting have created a team of staff who work well together and have developed relationships with parents and the school, which benefit the children.

Well-being

GOOD

Children have a strong voice. They have many choices and can make decisions about where and what they want to play. They freely move around the environment and activities. For example, a child was taking part in an activity at the table. They decided to go and join a group of children playing in a different area. Children are confident to talk to others, sharing their experiences, asking for what they want or requesting support. For example, a child wanted to play outside so they were allowed to do so.

Children are very settled and happy. When arriving from school, children are excited to be at the setting. Children are relaxed and comfortable in the care of staff and in a familiar environment. They form positive relationships with staff and friendships with other children. They know what is expected of them, as routines are consistent and familiar to them. For example, when it was circle time and story time, children knew they had to find their named spot to sit on.

Children interact well together, enjoying playing alongside each other. They respect the resources and environment, playing appropriately and putting them away when they have finished. Children share resources and learn to cooperate. For example, children played a game of snakes and ladders, taking turns to have their go. Lots of conversations are heard as children talked to each other about what they were doing or what they want to do. Children learn to be well mannered and polite. They say please and thank you appropriately, especially during lunch and snack times.

Children have opportunities that encourage them to play and learn in exciting and exploratory ways. For example, a group of children were having fun completing a science experiment. They rubbed a balloon on their hair to make it static and then used it to get a paper butterfly to flap its wing. Children keenly share what they are doing with others, as they are proud and enjoy the experiences they have.

Children develop independence well as they are encouraged to do things for themselves, such as putting their coats on. Children freely access resources and choose what and where they want to play. For example, children were all playing together in the one room when a child decided they wanted to play with the train track in another room, which they were able to do.

Care and Development

GOOD

Staff understand their roles and responsibilities and implement policies and procedures effectively. This includes new policies and procedures in relation to the COVID 19 pandemic. For example, they have introduced more handwashing and sanitising and effective cleaning routines. Safeguarding is a high priority and staff are able to explain the correct procedure they would follow if they have safeguarding concerns about a child.

Staff encourage children to have a healthy lifestyle. Food and drink provided is healthy and frequent outdoor play opportunities give children the chance to be physically active, get fresh air and learn about the world around them. Staff generally practise and record fire drills appropriately, evidencing staff and children are aware of the procedure to follow should they need to evacuate the premises in an emergency. However, they need to ensure they conduct some fire drills independently from the school. Staff record accidents and incidents appropriately and parents receive a copy of the completed form to ensure they are informed.

Staff are warm and caring towards the children, providing comfort, reassurance and interactions. As a result, this supports the children's wellbeing and development. They interact well with the children. For example, a staff member introduced a game of connect four to some children using the paints to extend their play. They enjoyed playing the game together. Staff use engaging tones and show genuine affection when supporting children. Staff talk and listen to the children, making their experiences more sociable and interactive. For example, during snack time staff sat at the table with the children, discussing many topics including what they liked to eat and what they had done in school. Staff are consistent in their management of behaviour and use praise effectively to celebrate children's achievements. For example, staff used positive language when a child shared their picture of a frog.

Staff get to know the children well. They provide suitable resources and activities to support children's learning and development. For example, they completed an experiment, putting white flowers in different coloured water to see if anything would happen. The children were keen to share what they had done with us and excited about seeing the results the next day.

Staff consider observations they make on the children to plan appropriate play and learning opportunities. For example, a child had shown a real interest in dinosaurs so the staff had purchased an activity involving toy dinosaur fossils and sand. As a result, the child had a lot of fun pretending to dig the fossils up with a spade.

Environment

GOOD

People who run the setting ensure everyone understands their responsibilities in relation to the safety and welfare of children. The locking of external gates and doors generally prevents unauthorised access and ensure children cannot leave unsupervised. However, this needs to be consistent to ensure children's safety. Secure fencing surrounds the outdoor areas. People who run the setting complete regular checks and risk assessments on the environment to ensure hazards are managed well, or eliminated where possible. For example, there is a safety gate preventing children from accessing the kitchen area.

People who run the setting provide a well-maintained environment. It provides a child friendly space that is welcoming to children and visitors. Two rooms are available for children to use. Both are light, bright and provide suitable space and equipment appropriate for the ages and stages of development of the children who use them. For example, one of the rooms is used for more messy play, such as painting and craft, while the other room is for activities such as reading.

The displaying of children's work throughout and providing low-level pegs to hang their belongings, gives children a sense of pride and belonging. People who run the setting ensure children have regular access to suitable outdoor spaces. Directly off the main entrance is a large play area that provides a range of opportunities for the children. For example, there is fixed play equipment and natural areas, including an area filled with stones for children to explore, develop their sensory skills. The children attending after school club also have access to the extensive school grounds, giving them space to play on bikes and scooters.

People who run the setting provide a good choice of clean, well-maintained resources that allow children to follow their interests. For example, children enjoyed completing activities in art books. Areas of play and learning set up in the rooms promote children's imagination and sensory skills. For example, a child focused for a long time on an activity involving small gel balls. They enjoyed the feel of them in their hands and were curious as to what they were made from. People who run the setting ensure outdoors is equipped with appropriate resources. As a result children enjoy exploring the areas including riding their bikes and scooters, following the road markings on the yard.

Leadership and Management

GOOD

People who run the setting are assisted by a supportive committee to provide the best care possible for children. Management of the setting is good and staff are fully aware of their roles and responsibilities. The statement of purpose contains all the information parents need to make an informed decision about the care their child receives. All paperwork is very well organised, making it easier to access information.

There is a system in place to evaluate the setting and care provided. People who run the setting review the previous year and make plans for changes and improvements that will benefit the children. For example, plans are in place to further improve the assessment process and to maintain the environment. People who run the setting consider staff, parent and children's views. However, these are not clearly identified in the quality of care report.

People who run the setting have established a team of staff who work together well and support each other in providing effective care for children. Staff we spoke with said they are happy and supported well by people who run the setting. Staff said it was a lovely place to work as staff all get on and children are safe and cared for well. The recruitment procedure in place is robust and ensures all required information is available to evidence the suitability of staff to care for children. Regular opportunities are available for staff to have supervision and appraisals, which allows the sharing of information and identification of any potential training.

People who run the setting have good partnerships with parents, who said they were happy with the setting and felt safe to send their child. Parents are informed about their child's day and progress through discussions with staff at the beginning and end of the sessions. The use of electronic communication ensures information is shared frequently and in a timely manner. Close relationships with the school ensures continuity of care and allows the sharing of good practice and the environment, which benefits the children and the experiences they have.

Recommendations to meet with the National Minimum Standards

R1: Ensure they always lock the gate. This should include when parents are due to collect their child/children and especially if children are playing outside.

R2: Ensure they conduct and record fire drills independently from the school to make sure all children and staff are familiar with the correct procedure to follow in an emergency.

R3: Make reference to the views they have obtained from parents in the quality of care report.

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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.

Date Published 03/12/2021

Summary of Non-Compliance

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

Priority Action Notice(s)

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

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified 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.

Area(s) for Improvement

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

	this inspection	
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