



## Inspection Report

Clwb Y Ddraig @ Hendre

Hendre Junior School  
St. Cenydd Road  
Caerphilly  
CF83 2RP

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

**This report is also available in Welsh**



**Date Inspection Completed**

21/06/22

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## About Clwb Y Ddraig @ Hendre

Type of care provided	Childrens Day Care Out of School Care
Registered Provider	Clwb Y Ddraig CYF
Registered places	32
Language of the service	Both
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

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

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

## **Summary**

Children are happy and settled. They have opportunities to develop a good range of independence skills by taking part in a variety of interesting and stimulating play experiences. Children form close bonds with each other and staff which leads to a strong sense of belonging

Staff are professional, well qualified and work well together. They have a good understanding of how to keep children healthy. They plan a good variety of activities, which include children's interests and ideas. Staff follow and understand policies and procedures, which effectively ensures the well-being of the children.

The setting is based within a primary school. It is welcoming and well organised for the different age groups and interests of the children. The indoor and outdoor spaces are suitable for children.

The leadership and management of the setting is effective. The management team supports staff in their roles and invest in the development off the staff, ensuring all staff feel valued. They make improvements where necessary to benefit the children in their care. Parents are very complimentary of the setting and the care their children receive.

Children thoroughly enjoy their time here. They are settled and have a strong sense of belonging. Children have opportunities to make choices and decisions about what affects them. For example, they choose their own activities and move freely between the indoor and outdoor area. Children are familiar with routines and show a high level of independence. Their independence is promoted as they prepare their own snack. Whilst supervised, most children use the toasters and safety tongs independently. They make healthy eating decisions from the choices available to ensure they eat a balanced snack.

Interactions between children are generally good and they play happily together. Children have formed positive attachments with the adults and each other. Whilst practicing the splits and forward rolls, children of different ages congratulate each other saying “well done” and “wow, that’s great”. They encourage each other and have great fun. Children are clearly relaxed, comfortable, and content at the setting. For example, children work together and share resources during a craft activity. Many children concentrate well, sustaining interest in the activity they have chosen for an extended period of time.

Children are familiar with routines and show a good level of independence. For example, they arrive happy and smiling, follow a familiar routine and immediately start their activities. Children are happy and express their enjoyment and enthusiasm for the setting. They tell us that they enjoy playing outside, playing with friends, craft, and science activities. They follow their own interest and choose to use various recycled materials to create their own imaginary role play scenarios.

## Care and Development

Good

Staff have good systems in place to keep children safe and healthy. For example, children are collected from the infant school and escorted safely to the setting using the 'walking bus'. They provide a balanced menu in line with the setting's healthy eating policy. Information relating to children's allergies is in place and accessible to all staff.. Safeguarding procedures are in place and promote the welfare of children. Staff understand some of their responsibilities in relation to safeguarding. They recognise the need to be vigilant and are sure about the processes to follow to deal with any concerns about children. However, they are unclear on the process if an allegation is made against the Responsible Individual.

Staff are qualified and committed to their role. They tell us that they enjoy their role, feel valued and supported by the management. Every member of staff has completed the company's mandatory training, that includes food hygiene, safeguarding, and prevent duty training. All staff have attended paediatric first aid training and are confident to deal with minor injuries. In addition, the staff have a good understanding of the difference between accidents and incidents. Staff record these in detail, and, apart from a very few, forms are signed by both parents and staff. They have up to date knowledge of play work principles and their expectations of children are realistic and informed by individual needs. They plan suitable activities to develop a range of skills and they support children well in their play. They share good practice experiences with colleagues from the company's other settings, which has a positive impact on their role.

Staff interact in a kind and caring manner with the children. They use some incidental Welsh, such as "dim mots" and "diolch" which in turn encourages the children to use their incidental Welsh language. They are consistent in their approach and mindful of the age and stage of development of children when managing behaviour issues. Staff use soft tones to distract children who are frustrated or upset and praise children for their efforts. Staff act as positive role models and manage all interactions appropriately.

## Environment

Good

The people who run the setting have systems and procedures in place to ensure the environment is safe and secure. The setting is located in Hendre Junior's school hall, which opens on to an outside area which is partially covered. All facilities are welcoming, accessible, and well maintained. Staff complete daily safety checks to identify and eliminate any risks to children's safety. People who run the setting take a register of children attending. They monitor signing in and out of the setting and ensure staff ratios are maintained or always exceeded.

The people who run the setting organise regular fire drill practices and staff ensure children know how to leave the building safely. These are timed, dated and evaluated carefully. There are risk assessments in place for which include fire safety, Covid 19 and children's activities. These are reviewed and updated at regular intervals by the person in charge and staff carry out daily checks. However, some potential risks specific to this setting have not been identified. People who run the setting keep records of all visitors to the setting, although during the Covid 19 pandemic non-essential visitors did not enter the building. The school authorities are responsible for all maintenance and servicing of utilities and share information with the setting.

The people who run the setting ensure the environment is welcoming and child centred. The setting provides light and bright areas for children to explore. There is a wide range of good quality resources and a rich environment for play and learning. Children can access all equipment easily, which supports their independence. Equipment and resources are plentiful and are appropriate for the stage of development of all the children, promoting curiosity and discovery. The small outdoor area adjacent to the hall is partially covered with a large canopy which encourages children to play outdoor when the weather is wet. This area provides children with a good range of opportunities for active play and extends their learning and development. The layout of this area allows children to explore freely and offers suitable age-appropriate challenges. Children look forward to building dens, relaxing on the picnic benches and role-play activities. The setting also makes use of the school's playground. The space is inviting and offers children very good opportunities for active play. Children use the space to play play-ground games and use the climbing equipment. This area is fenced and the people who run the setting ensure children are supervised when playing outside. However, this area is not included in the risk assessments.

## Leadership and Management

Good

The leadership and management of the setting is good. They liaise with Care Inspectorate Wales (CIW) and other organisations in a timely manner. The newly appointed person in charge is settling into their new role at the setting. They benefit from the company's strong support network and processes. Leaders ensure the statement of purpose complies with all the relevant regulations and meets national standards. There are suitable policies and procedures in place and records are kept. However, some policies, such as the behaviour policy, need to be updated to ensure they are reflective of the most current practice.

The people who run the setting manage the staff effectively and work hard to build a strong team and good partnerships. They ensure a strong culture of continuous professional development exists within the setting. Regular supervision and appraisal meetings are held. Staff feel valued and say that the management team listens to their views and that team leaders provide good support. They share good practice experiences with colleagues from the company's other settings, which has a positive impact on their role. This training has a beneficial impact on the outcomes for children that attend the setting.

Self-evaluating is reflective and identifies areas of strengths as well as areas of improvements by considering the views of parents. However, this process is not specific enough to Clwb y Ddraig @Hendre. Leaders are committed to improvement and have fully embraced their first full inspection as an integral part of their self-evaluation and improvement planning. They are receptive to receiving feedback and act upon issues which are brought to their attention without delay. There is a complaints procedure in place although no complaints have been received. Partnerships with parents are very good and parents told us they are happy with the quality of the setting and are confident to discuss any issues with staff. They value the regular opportunities they have to update and review their children's individual needs as they grow and develop. There are very good relationships with the school who work in partnership with the setting.



## **Recommendations to meet with the National Minimum Standards**

- R1. Review risk assessments and ensure they include all areas of the setting.
- R2. Ensure all policies are reflective of current practice at Clwb y Ddraig.
- R3. Ensure the Quality of Care report is specific to Clwb y Ddraig.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and 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 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Ratings	What the ratings mean
<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.

**Date Published** 16/08/2022