



Inspection Report

Minera Kidz Club

**Minera Primary School
Minera Hall Road Minera
Wrexham
LL11 3YE**



Date Inspection Completed

03/10/2023

About Minera Kidz Club

Type of care provided	Children's Day Care Full Day Care
Registered Person	Kelly Armstrong Spencer Williams
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection after registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Welsh Government © Crown copyright 2023.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

<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 good opportunities to make choices and decisions, and to express themselves. They settle quickly, are happy, and form good relationships with others. Children are comfortable in their surroundings. They interact consistently well with others; are respectful, kind, and learn to consider the feelings of others. Children enjoy their play and learning experiences, can follow their own interests and develop their independence skills.

Staff understand the policies and procedures in place and implement them effectively to safeguard and promote children's well-being. They are responsive to children's needs, and respectful. Staff experiences and qualifications ensure they can plan activities and engage with children effectively.

Children are cared for in a safe, accessible, clean, and secure environment. Areas used include the school's nursery classroom, library, hall, and outdoor play areas. An extensive variety of good quality resources, including authentic, natural, recycled, and sustainable items are available for children to use.

People who run the club ensure staff attend mandatory training and are knowledgeable about their regulatory responsibilities. They commit as a team to improving outcomes for children and delivering good quality care. The setting has many strengths; however, there is not always a named person in charge supervising children, and the person in charge is not offered an appraisal meeting.

Children have good opportunities to make choices and decisions about their play and to express their needs and preferences. For example, children attending after school communicate confidently about the resources they want out at the start of the session and whether they want to play outdoors. Nursery children freely access a variety of learning areas and respond well to questions such as “*Do you want to play Bingo as a pair or have a card of your own?*” They are asked if they would like to share their thoughts during group activities. Children are listened to, and their ideas are valued. For example, when it is their turn as Helpwr Heddiw (Today’s Helper) to choose the rhymes and songs, and when deciding on a name for their big new Cheese plant.

Children settle quickly and are happy. They have smiles on their faces and are keen to chat with others and to play. They form friendships with children of different ages, and with those who look after them. They are familiar and comfortable with all staff as most also work in the school. Children are very sociable and well-mannered when interacting with us. Older children willingly help support the younger ones in their play.

Children across the age range interact consistently well with others, being respectful and kind. During their play they are learning to consider the feelings of others, share toys and to use good manners. Children sit nicely as a group to listen to stories, sing songs and wait their turn in games. Children benefit from having staff who are good role models who praise them and tell them “It’s nice to say thank you”. Children look after their play and learning resources and are keen to help tidy up. Older children set a good example to younger children and promote the caring ethos of the club and the school.

Children are enthusiastic about their play and learning. Their all-round development is promoted through age and developmentally appropriate experiences. They are easily motivated by others to concentrate on tasks, and to continue for example until the end with educational games. Younger children listen well and interact with those reading stories. Language skills are developing well, and children are stimulated by the play environment and can follow their own interests. Younger children enjoy hiding away in their ‘hide away corner’ with soft toys and puppets, whilst older children ventured outdoors to play bat and ball games, and to climb trees.

Children have good opportunities to develop their independence skills. They are confident when answering questions and decide whether they need a partner to help them complete tasks. Children are learning to use scissors, to glue junk materials, fetch their water bottles when thirsty and to put on their own coats when going outdoors. They are familiar with routines such as handwashing before snacks and lunch and getting their personal belongings ready to go home.

Care and Development

Good

Staff understand the setting's policies and procedures, and consistently and effectively implement them to safeguard and promote children's well-being. Nearly all staff are appropriately trained in basic first aid and update these qualifications routinely. The required records for attendance, accidents, incidents, and the administration of medication had been completed appropriately since the setting has been registered, an additional form for 'bumps' is being used for minor accidents. Staff ensure children are aware of the procedures to follow in the event of an emergency and the need to evacuate the building. Staff are keen to practice and promote good snack preparation and hand hygiene. They wear appropriate protective clothing when changing younger children. Outdoor play is encouraged throughout sessions, ensuring children have as much fresh air and physical exercise as they wish.

Staff are professional, skilful, and knowledgeable. They successfully manage interactions between children of various ages, according to the settings behaviour management policy and procedures and in partnership with the school. They demonstrate warmth and kindness towards the children and consider the age of a child and their stage of development when dealing with unwanted behaviour. Staff use positive strategies effectively, distracting younger children and calmly negotiating with older children.

Staff provide an exceptional nurturing and caring environment, where children have opportunities to lead their own play, explore and develop their ideas. They communicate well with children to ensure they develop their language and social skills. Staff engage with children in games and activities to promote learning. They successfully promote the use of Welsh as a second language. Staff plan stimulating activities with children, for example, team games, craft activities and free play. They encourage children to follow their ideas and interests, in line with the new curriculum for Wales. The planning of activities to meet individual needs and records of children's progress is still being developed. They promote independence by allowing children to learn through play, from their mistakes and experiences, and through following routines.

Environment**Good**

People who run the setting are meticulous in making sure children are cared for in a safe, clean, and secure environment. Entry to the setting is through the main school reception area which is secure. Some internal doors have security locks. Staff are aware of their roles and responsibilities and work in partnership with Minera School to achieve and maintain a safe environment. Those responsible are in the process of obtaining copies of all relevant safety certificates and risk assessment for their own use. All perimeter fences are secure, with additional enclosed playing areas for younger children. The premises are well maintained. New nursery toilet facilities were fitted during the summer holiday. However, the temperature of the hot water in wash basins were too hot, and hand towel and toilet roll dispensers had already broken. Those who run the setting immediately contacted the contractor who we are assured, returned to complete this work promptly.

The areas of the school used for this provision are very suitable. All areas are bright, adequately heated and child friendly. The room has direct access to a well-resourced outdoor play area and a covered area used for storage, and outdoor activities when the weather is poor. The after-school club runs in the school hall, library, and outdoor play areas. Toilet facilities are available for older children to use independently, and all age groups have an area in which to store their personal belongings. Walls are used to display informative posters and children's work. There is an adequate amount of child sized furniture in the classroom and school hall.

The environment supports children's independence and provides stimulating play activities. Resources are easily accessible as they are stored at a low level and organised well, however storage containers do not have bilingual labels. People who run the setting ensure resources are plentiful and well suited to the stages of development of the children. Children particularly enjoy hiding in their 'Hidey Hole' with soft toys, books, torches, and blankets, and playing in the home corner which is a room full of authentic objects such as a child size sofa, mirrors, curtains, a rug, and bed. Outdoors they have a large ball pit in a shed, they play with sand, build with a variety of large and small loose parts, many of which are sustainable and natural objects such as pebbles, shells, conkers, and cones.

Leadership and Management

Good

People who run the setting make sure children have good well-being outcomes. The club was registered during the pandemic. They are aware of their regulatory responsibilities. They implement policies and procedures well, have a robust staff recruitment process, ensure the suitability of the premises, and have continued support from the school. This has resulted in a well-run wraparound care provision. However, a person is not always nominated to be in charge when the current PIC or RI are not available.

The statement of purpose and relevant policies need to be updated to reflect changes due to the introduction of the new curriculum in Wales and the Additional Learning Needs Act (ALN).

People who run the setting have completed annual self-assessments, and continually monitor and review the quality of care provided throughout the year. They seek feedback from the children, parents, and staff. They have acted on suggestions made and recommendations in their registration report and seek funding to improve the sustainability of the club.

People who run the setting ensure staff have opportunities to discuss their roles in supervision meetings and annual appraisals. This was evidenced in staff files. However, the person in charge running the club on a day-to-day basis had not formally met with a registered person for appraisal since registration, they do however communicate daily and work well together. While no immediate action is required, this is an area for improvement, and we expect the registered person to act accordingly.

People who run the setting ensure there are a suitable number of suitably qualified staff caring for children throughout the day. Many staff have a role within the school, they have a thorough induction and training needs are identified soon after employment. Disclosure and Barring Service (DBS) checks specific to Minera Kidz Club have been obtained for all but one staff member. DBS certificates issued for roles within the school are not sufficient. Those who run the setting are aware of the need for staff to complete play work qualifications. Staff files contain the required information.

There are good partnership arrangements in place with parents, the school and support organisations. People who run the setting seek relevant information about children's needs when they register at the club. Staff speak to parents at the end of each session providing verbal feedback. An application is being used to communicate with parents individually on their mobile phones or electronic devices, this helps staff to keep in touch, to send photo images relevant to their child, and to build relationships with families.

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
------------	---------	--------

29	People who run the setting have not ensured the person in charge has an annual appraisal.	New
28	The suitability of a care staff member has not been confirmed due to them not having a valid disclosure and barring service certificate, specific to their role in Minera Kidz Club.	New

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	Ensure copies of risk assessments referred to and available to those who run the club are obtained and adapted to ensure they are relevant to the nursery plus, after school and holiday provisions. Activities and events which include some element of risk should also be included. Risk assessments are to be reviewed at least annually, and must be signed and dated following a review.
Standard 1 - Information	Ensure all information provided to parents is reviewed and updated to include reference to the new Curriculum in Wales and the Additional Learning Needs Act.
Standard 14 - Organisation	Ensure there is a named deputy person in charge, with the appropriate qualification, to care for children in the absence of the current person in charge.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Consider using bilingual labels and photographs on storage boxes/baskets.
Promote children's awareness of recycling by introducing food composting bins and recycling bins for use during sessions.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 19/11/2023