



Inspection Report

Plant Tybie Out of School Club

**Llandybie Primary School
Llandybie
Ammanford
SA18 3JB**



Date Inspection Completed

16/11/2023

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About Plant Tybie Out of School Club

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Rhian Pritchard
Registered places	32
Language of the service	Both
Previous Care Inspectorate Wales inspection	3 Oct 2017
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 but demonstrates a significant effort to promoting the use of the Welsh language and culture.

<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 communicate confidently as their wishes are considered. They feel happy and are given good and appropriate opportunities for their age and development. Children are independent and do things for themselves confidently.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are good role models and build the confidence and self-esteem of the children in their care.

People who run the setting understand their responsibilities to ensure children's safety. They are developing their risk assessments and procedures further and they provide a good range of resources which the children can access.

People who run the setting provide policies and are developing their processes to formalise and review their records. They support their staff well and ensure they are given appropriate training for their roles. They have an effective partnership with the school and the local community, and parents are supportive of the setting.

Well-being	Good
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Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and their interests are valued. During after-school club sessions, children are relaxed and choose where they wish to play. For example, children choose to decorate biscuits, construct roads and buildings with large blocks or relax on a sofa to chat. During morning sessions, children happily choose their activities such as the tuff tray with shapes, clay and glitter and the water and sand trough. At snack times, children eagerly arrive at tables and choose where they wish to sit. The child's voice is a strong aspect, for example, as the after-school club session ends, children can choose a DVD of their choice, and this is respected by the group.

Children feel secure and safe. They are happy, settled, and comfortable in their environment. For example, children are content throughout each session with lots of chatter and excitement amongst groups, around tables and whilst playing in different areas of the environment such as the train set. Children enjoy the consistency of the setting's routines. They are also comfortable with visitors as they show resources, whilst others excitedly told us what their names were.

Children communicate openly with each other and with staff. They interact, cooperate, and engage well with their peers, being interested and supportive of each other's needs. Children have a sense of belonging and have formed relationships with peers and staff. For example, during our visit, we saw how younger children attend school services in the school's main hall. During the service, the younger children interacted confidently as they contributed and answered questions on anti-bullying. Bonds of affection are evident. For example, during morning registration, children excitedly hugged staff and happily shared their news.

Children are engaged and are active in their play and routines. They express enthusiasm whilst participating in a range of play opportunities such as playing in the shop. We also saw evidence of ongoing activities such as creating Santa's workshop. Children initiate their own activities as resources are accessible and presented at their level. For example, children were engaged at the table as they chose colours and materials to create crafts. Through photographic evidence, we also saw children enjoying activities such as a nature trail, cooking, and a hairdresser's theme. Children are eager to show or talk about what they have been doing and experience age-appropriate activities that promote their development. They enjoy the independence to move around outdoors, using hoops, balls, balance steps and the playhouse. Children are encouraged to develop their independence skills. They walk together confidently to the toilet area and independently use the toilet, washing and drying their hands without support. During snack times, children take their time, without being rushed and are independent at the table. They are supported in their interests and are encouraged to develop their problem-solving skills whilst being given the autonomy to complete activities.

Many staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They identify and actively manage risks, and children receive consistent responses and reactions. Many staff are aware of safeguarding procedures, and confidently explain their use of safeguarding software to record concerns. During the inspection process, the people who run the setting reviewed their safeguarding procedures and developed an up-to-date flow chart which is specific to the service. Staff practice clear hygiene routines such as wearing gloves whilst supporting children in the toilet area. We heard staff reminding and encouraging children to wash their hands before activities and snacks. Staff understand their roles and have systems in place to provide for children with additional learning needs. Staff have practiced routines for dealing with allergies and are knowledgeable in terms of procedures. For example, staff told us about the environment being a nut-free setting and how they ensure resources are within easy reach to support children with allergies. We saw clear posters highlighting needs and actions. Staff ensure children have opportunities to relax. For example, a cosy sofa is popular particularly with after school club children as they arrive after their school day. Staff are helpful and knowledgeable regarding individual needs of children, procedures, and practices.

Interactions between staff and children are consistent, demonstrating warmth and kindness. Staff are respectful towards each other and communicate consistently, showing support and effective collaboration. Staff are sensitive to the needs and experiences of children and are responsive to levels of support linked to individual needs and development. For example, staff know the children well and we saw how they relate to children's current experiences and respond with interest and care. They are good role models and have created a busy, happy working environment.

Staff explain and provide detailed information about children and their routines. We saw evidence of planning and a wide range of recent themes such as me myself, Diwali, and Children in Need. Staff have a very good understanding of children's rights and diversity and are committed to providing a range of play and learning activities and experiences such as taking part in the harvest service, decorating the local chapel, and taking part in the school Christmas service. During our visit, we saw how children excitedly responded to seeing Pudsey Bear arriving at the door. Staff told us the children had enjoyed taking part in a bear hunt activity which they filmed and shared with parents.

Environment

Good

People who run the setting have mostly effective measures and policies in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure, and maintained both indoors and outdoors, with clear entrance and exit points. People who run the setting have established an environment which is welcoming and homely with clear hygiene practices in place. People who run the setting keep fire records and risk assessments in place. For example, fire drills and evacuation processes are practised regularly, and risk assessments are in place. However, people who run the setting are developing a more streamlined system to ensure all the setting's safety procedures are recorded separately from the school procedures from which they run. People who run the service ensure all fire equipment is serviced and located appropriately around the setting. They ensure all environment and building safety checks have been completed and documented correctly. Staff and children's registers are completed daily and during the inspection visit, these were developed further to evidence children's arrival times. People who run the setting keep a digital signing in system in the school's main entrance point and an additional visitors' book within the setting ensuring the safety of everyone whilst on the premises.

People who run the setting offer an indoor play space for children which provides a good environment for playing as well as extending the children's skills. They also offer a large outdoor space which is secure and used as often as possible. They ensure children have access to the outdoors and choose independently whether they wish to play outdoors during their free play. We saw how the school hall is also used for some activities. People who run the setting ensure children are always supervised, and staff understand levels of risks and act on these accordingly. They provide a large notice board in the main playroom ensuring staff can read up-to-date information about children and all procedures. They also ensure all the setting's records are stored confidentially.

People who run the setting provide an environment which includes areas where children can access resources from low shelving units, a carpeted area with sofa, table and chairs and areas for imaginative and role play. We saw children safely accessing and using a range of different resources from around the playroom. A door from the playroom leads into the outdoor area which offers a safe area to develop physical and problem-solving skills.

Leadership and Management

Good

People who run the setting work hard to maintain and share the setting's vision with others. During the inspection process they updated their statement of purpose to reflect the most

recent changes to the setting and shared this with CIW, staff, and parents. People who run the setting keep policies which mostly comply with the National Minimum Standards. They are continuing to develop more effective processes to annually review policies and formalise procedures, in line with the morning and after school club setting. People who run the setting are aware of their regulatory responsibilities and keep certificates, information, and records in place. They maintain staff and children's files and ensure these include the necessary documents and consent agreements. They follow procedures regarding medication and accidents and keep accurate records by completing documentation and communicating information to parents efficiently and confidentially.

People who run the setting present an annual quality of care review which outlines the ethos and achievements of the setting. During the inspection process, we saw evidence of feedback collected from children, parents, and staff with positive and encouraging comments. However, these do not currently form part of the setting's quality of care review. During the inspection, we were able to see that the people who run the setting and staff work continuously to introduce new ideas and improve the setting.

People who run the setting have established a team of staff who collaborate closely and effectively. Staff said that they enjoy working at the setting and, whilst most have other roles within the school environment, they told us they enjoy the different experiences with children at the setting. People who run the setting ensure regular training is provided to staff and compulsory certificates are in place. They ensure staff appraisals and supervisions take place but are developing this further to ensure a more effective process for staff. Staff said that they can raise issues easily and their individual requirements are considered. People who run the setting ensure the Welsh language is a good and consistent aspect at the setting and staff have a good understanding of their responsibilities to promote the language as well as Welsh culture.

People who run the setting ensure children receive very good care. They make the most of strong links with the school which ensures effective communication. Parents are highly supportive and praise the staff and setting for their consistent communication through social media. We saw evidence of good examples of community partnerships. For example, staff ensure children have experiences in the nearby community as they get to know local professionals such as a nurse, police, and fire services. People who run the setting told us of further imminent developments and look forward to building new partnerships with professional bodies.

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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	Whilst systems are already in place to record fire drills, risk assessments and evacuation procedures, ensure these are streamlined, formalised and specific to evidence a more effective recording process.
Standard 5 - Records	Ensure all records are maintained including ensuring the setting's policies and procedures are reviewed at least annually.
Standard 18 - Quality assurance	Whilst a quality of care review is submitted annually and the views of children, parents and staff are collected, it must be ensured that these views form part of this process in order to measure the success of the service and needs of the children.
Standard 13 (Day Care) - Suitable Person	Ensure the supervision and appraisal process in place is developed further to provide a more effective process for staff.

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.

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Date Published 01/02/2024