



Inspection Report

Clwb Gwenffrwd

**Ysgol Gwenffrwd
Stryd Chwitfordd
Holywell
CH8 7NJ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

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About Clwb Gwenffrwd

Type of care provided	Children's Day Care Out of School Care
Registered Persons	Dawn Owen Susanne Morris
Registered places	16
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	05/04/2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes. The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children come first in this setting. They are happy and enjoy themselves because they are respected and busy with a range of activities. They are able to make choices and decisions and their interests are valued. Children feel safe, are learning to be independent and interact effectively.

Capable staff care for the children well and give children's safety high priority. This is important during the current pandemic. They manage children's behaviour kindly, fairly and in a way children understand. They are experienced and provide varied activities to help children develop successfully.

The environment is safe and set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are plenty of toys and games, which are in good condition, and assist with children's development.

People who run the setting are knowledgeable about current childcare practice and this ensures a good level of care for children. They make improvements to benefit children and their families. They support a team of committed and hardworking staff. There are successful and strong partnerships with parents and the school, which helps children feel settled and their families supported.

Well-being

Children have a voice and are able to influence their care. They make choices and decisions and their interests are valued. For example, after snack time, despite having to remain in groups due to the Covid pandemic they could choose from a variety of games or tabletop activities. They can also make suggestions for new toys or games to buy which results in new activities being enjoyed.

Children are settled and form strong bonds with staff because the same staff care for them. They happily approach staff for help and chats. Children know the routines and follow instructions well, such as going to the toilet and washing their hands.

Children interact effectively. They share and are making friends, appropriate to their stages of development. For example, they play co-operatively, and are willing to include other children, negotiating how to lay out magnetic shapes and letters. Children listen well and are happy to help with tasks when asked to tidy up or fetch their coats and bags to go home.

Children are interested and engaged in their play, for example, they enjoy using a pom-pom maker, building towers and playing with a dolls' house. They are eager to share what they are doing with staff, showing them pictures they have drawn and what they have built. Children have opportunities to do things for themselves and are becoming independent. They choose toys and activities, and put toys away after use before their snack.

Care and Development

Staff have a very good understanding of how to keep children safe and healthy. They are able to talk confidently about safeguarding and the correct procedures to follow should they be concerned about a child. They implement effective policies and procedures, and have reviewed the setting and care in line with guidance related to the Covid 19 pandemic. All staff have up-to-date training in child protection, paediatric first aid and food hygiene. They follow effective cleaning routines and wipe tables between activities and clean thoroughly after the children have gone home. Staff understand and follow the accident policy and keep records of accidents and share them with parents. However, more recorded information about minor injuries would be helpful, such as exactly where on the body is injured and how the accident happened. They provide healthy snacks, such as a range of fruit.

Staff are very engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem; they give them lots of praise. For example, when children showed their drawings they were praised in a meaningful and constructive way. Staff are consistent when giving positive praise to children, and are good role models as they interact well, make time for and talk with children and value what they say. Staff praise and celebrate good behaviour such as tidying and for building a good wall. Stickers are used for being kind, trying to speak Welsh and sharing.

Staff work well together to meet children's needs effectively. They know the children's skills and preferences well. The staff know the children's strengths, needs and likes and ensure that they meet children's needs. For example, craft activities are planned for as children enjoy making things. Gardening such as planting potatoes and flowers has been promoted by a staff member who is also responsible for gardening throughout the school. This is good for children's wellbeing.

Environment

People who run the setting are developing a good environment to enhance children's experiences. The environment is secure, clean and well maintained, which provides a safe and comfortable place for children to relax and learn. They have identified risks and have taken steps to minimise or eliminate them. For example, staff understand the risks posed by the Covid pandemic and take rigorous measures and fit in with those carried out in the school environment. Regular fire drills mean that staff and children know how to safely evacuate the premises in an emergency.

People who run the setting ensure a suitable environment and provide a variety of child centred spaces where children can play and explore. They ensure staff have the equipment to provide enjoyable activities for children. There is an outdoor area, which includes a yard and a large school field.

The resources, toys and books are suitable, People who run the setting and staff have put colourful and suitable art work on display and posters and labels in Welsh. There is suitable furniture for the children and suitable storage space. The resources, which are suited to the age of the children, are in good condition. For example, a dolls' house and magnetic toys.

Leadership and Management

People who run the setting are knowledgeable and experienced in current childcare practice. This is set out in the comprehensive Statement of Purpose. Observations during the inspection evidenced that the people who run the setting meet the needs of children and their parents. Policies and procedures are updated and shared with all staff. This ensures they are familiar with all the processes to follow.

People who run the setting effectively monitor and evaluate the service termly and annually. The parents have been asked for their views using questionnaires. The opinions of parents and children are taken seriously and strengths and areas for improvement are identified in the Annual Review of the Quality of Care. As a result there are long term plans for improvement which include better planning of activities.

The recruitment of staff is robust. Staff files demonstrated that all the checks are in place to evidence the staff are suitable to work with children including current DBS checks. The staff present during the inspection, worked well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. The outcome is that children enjoy care given by relaxed and enthusiastic staff.

Relationships with parents and other professionals are positive and contribute to the well-being of children, as parents are able to tell staff what their children have particularly enjoyed. People who run the setting have effective communications with parents, which reflect how important they consider partnership with the parents to be. Parents can speak with staff about the care of their child when they bring or collect them and the setting uses electronic means to keep parents informed regularly. The setting has strong links with the school as it uses school premises and the leaders and staff work in the school and know the children and their families well.

Recommendations to meet with the National Minimum Standards

R1. To improve the accident form with more detail about where on the body injuries occur and what were the circumstances around the injury happening.