



Inspection Report

Penley Children Club

**Madras School
Penley
Wrexham
LL13 0LU**



Date Inspection Completed

25/07/2024

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About Penley Children Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Mother Goose (Wrexham) Ltd
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	13 February 2024
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.

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

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

Summary

Children are confident communicators. They cope well with separation from their parents / carers. Interactions between children and staff are appropriate. Children enjoy a reasonable selection of suitable opportunities indoors and outdoors and can also relax and have quiet time. Children have opportunities to develop their independence skills enabling them to do some things for themselves appropriately.

Staff understand their roles and responsibilities to keep children safe. They promote healthy lifestyles suitably. Staff know children well and have a warm approach to care giving. They organise suitable experiences to help develop children's play and learning appropriately.

The environment is secure and welcoming. The people running the setting make sure play areas are suitably organised. Toys and resources are of good quality and suitable for the age ranges cared for. The outdoor play area is spacious and appropriately resourced with a variety of apparatus and equipment to encourage children to develop their physical skills in the fresh air.

The people running the setting manage it appropriately. However, some areas require further improvements to meet with regulations and standards.

Children speak and express themselves well. They engage positively in their play and learning experiences. For instance, a child described animatedly how they held a snake during their birthday party and friends spoke about looking out of the window of an aeroplane '*to see the ground below*'. Children enjoy talking about the packed lunches their parents / carers prepare for them. A child proudly showed their baguette.

Children settle quickly as they are greeted by friendly staff. They are familiar with the daily routines. For example, children show how they wash and dry their hands after using the toilet and before mealtimes. After mealtimes they co-operate appropriately to tidy up and place the food waste into the re-cycling caddy.

Children interact appropriately with their friends and those caring for them. Older children show kindness to their younger friends. For instance, teaching them how to use the swing and encouraging them to join the football game. Children enjoy the social occasion of mealtimes; they sit at the table maturely and practice using good manners. Children are learning to take turns and share appropriately. For example, friends took turns to climb the slide steps and waited patiently for their friend to finish before whizzing down the slide. Children shared the coloured pencils and craft materials to make their creations.

Children are active and curious learners. They enjoy dressing up and developing their role play skills. A child dressed up as a Police officer and in character told their friends they were '*under arrest*'. Another child took delight as they wore a bridal veil and smiled as the staff member told them they '*look beautiful*'. A group of friends enjoyed creating a hairdresser scene, they took turns to style each other's hair and chatted about who wanted their hair straightened or curled. Children participated well in the group quiz, they organised themselves into teams and enthusiastically answered questions about the Olympic games.

During outdoor play, children made their own choices and directed their play well. For instance, friends were busy in the mud kitchen making mud burgers and placing a large panful of mud in the toy oven. A child said to their friend '*your apple pie is now ready*'. During snack time, children helped themselves to fruit and poured their own drinks. Children are developing their independence skills suitably with encouragement from staff.

Most staff have an improved understanding of their roles and responsibilities to keep children safe and healthy. Staff spoken with had an improved understanding of safeguarding procedures. Most staff have completed mandatory training suitable for the ages of children being cared for. Staff have improved their understanding of healthy eating and are following the Welsh Government food and nutrition guidance. For example, they are preparing healthy breakfasts and providing children with a selection of fruit for snack time. Fresh drinking water and milk are provided as healthy hydration options for children. Staff encourage children to wash their hands, and this helps to develop their personal hygiene practices appropriately. They conduct fire drills and record the outcome to aid improvements in future practice.

Staff record accidents and incidents accurately and make sure parents / carers acknowledge these to evidence they have been kept informed. They have implemented a new system to record children's daily attendance. This system does not reflect a clear audit of the daily hours children attend and who is caring for them at what times during the day. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The responsible individual said she would address this matter immediately with staff.

Staff have a friendly and warm approach towards care giving. They manage interactions suitably and praise children for their efforts. For instance, staff praised a child for using good manners and this made the child feel good about themselves. However, staff are not always responding positively to children's requests. For example, when a child asked if they and their friends could go out to play, the staff member said, '*maybe later.*' This led to children's disappointment. Staff create a relaxed environment and engage with children suitably during their play and learning experiences. They responded appropriately when they were invited by children to join in with their game of football. Staff create an inclusive environment and provide sensitive support to less confident children to participate.

Staff organise a variety of appropriate activities. For instance, a staff member organised an interesting quiz to raise children's awareness about world events. Staff spoke to children about different countries, and this led to a lively conversation about children's favourite holiday destinations. Staff plan activities using different themes. For example, during the summer holidays they have organised workshops for children to develop circus skills and learn about caring for animals. Staff are at the early stages of using the Welsh language consistently throughout the day. Some staff are using basic Welsh words, and this helps to develop children's use and understanding of the language.

The people running the setting ensure the environment is generally safe, secure, and reasonably well maintained indoors and outdoors. They complete risk assessments, and these outline the actions to be taken to reduce and prevent risks to children. The people running the setting have made improvements to meet requirements. They have taken action to address the recommendations from the Local Authority fire risk assessment report. There are suitable means of emergency escape for staff and children. However, should the setting have any children with additional needs in future, then one of the fire doors may cause difficulties in enabling ease of exit. The people running the setting have not ensured daily health and safety checks are fully embedded effectively in practice. For instance, during our visit staff had not conducted the health and safety check before children entered the premises. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The people running the setting make sure adequate infection control procedures are in place and staff implement basic cleaning routines. However, staff are not ensuring toilets are kept fresh and clean throughout the day, and these become uninviting for children to use.

The people running the setting make sure the environment has sufficient indoor and outdoor play space for children to move freely and develop their play. There is a designated area for children to store their personal items and this creates a sense of belonging. The people running the setting make sure children's artwork is displayed attractively and this shows children their efforts are valued. They organise play areas suitably with good quality toys, resources, and furniture appropriate for the ages cared for. Areas for rest are presented nicely and are inviting to children to have some quiet time to read books. The people running the setting have created attractive themed wall displays to raise children's awareness about their Welsh heritage.

The people running the setting ensure children have a variety of opportunities to develop their physical skills in the spacious outdoor play area appropriately. For example, by providing children with swings, slides, see saw and a range of throwing and catching equipment. There are opportunities for children to practice using their senses with a variety of mud, water and sand play activities. The people running the setting have created opportunities for children to learn about planting and growing flowers to help develop their nurturing skills.

Leadership and Management

Adequate

The people running the setting are committed to making improvements to ensure better outcomes for children. They manage the setting appropriately. However, some areas require improvements to meet with regulations and standards.

The people running the setting have a satisfactory statement of purpose that reflects the service provided. Policies and procedures are currently being reviewed and updated. The people running the setting notify Care Inspectorate Wales (CIW) of significant events which impact on children's welfare. They have a suitable understanding of their responsibilities to promote the Welsh language and culture.

The people running the setting have completed a report reviewing the quality of care. They have drawn from children and parents' comments to highlight what the setting does well and what requires improvement. However, they have not included the comments of staff or other professional agencies to fully evaluate the setting. The responsible individual confirmed this will be actioned when writing the next report to review the quality of care.

The people running the setting have ensured the Disclosure and Barring Service (DBS) certificates for staff working at the setting are current. However, they have not ensured all the required information has been gathered in the staff employment files. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The people running the setting undertake supervisions and appraisals with staff. However, one to one supervisory discussions are not recorded formally to evidence they have taken place. Appraisal discussions are recorded with performance targets highlighted. The people running the setting record safeguarding concerns and keep a record of the outcome and what action has been taken. Staff spoken with said they feel supported in their role and enjoy working at the setting. The people running the setting have collated all the required information in children's individual records.

Parents / carers said they are very happy with the setting and said the '*variety of outdoor activities keep their children occupied*'. Parents / carers said that staff are friendly and provide daily updates about their child's day at the setting. The people running the setting said they have organised workshops from professionals in the community during the summer holidays to help improve children's social skills.

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
38	The responsible individual must ensure fire doors are easily opened from the inside as a means of escape for staff and children in the event of an emergency. The responsible individual must ensure all staff conduct a thorough health and safety check before children use the premises and are fully knowledgeable and aware of the fire safety procedures for the setting.	Achieved

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.

Area(s) for Improvement		
Regulation	Summary	Status
25	The responsible individual must ensure all staff understand their role and responsibilities to conduct a daily health and safety check before children enter the premises.	New
30	The responsible individual must ensure there is a clear daily record of the names of the relevant children, their hours of attendance and the names of the persons looking after them.	New
28	The responsible individual must ensure all of the required information has been collated in the staff employment files to ensure the person's suitability in their role for caring and safeguarding children.	Not Achieved
29	The responsible individual must ensure all staff receive regular formal supervision to discuss their welfare, professional development, safeguarding and practice. The responsible individual must ensure these discussions are formalised and recorded to evidence they have been undertaken.	Achieved

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	Should the setting have any children with additional needs in future, then the people running the setting are encouraged to create a personal emergency evacuation plan, in view of the fact that one of the fire doors may cause difficulties for ease of escape.
Standard 22 - Environment	Ensure toilet areas are regularly cleaned throughout the day to keep them fresh, clean and suitable for children to use.
Standard 13 (Day Care) - Suitable	Formalise one-to-one supervision discussions with staff to evidence they have had an opportunity to think about and discuss their

Person	practice and raise any safeguarding concerns.
Standard 7 - Opportunities for play and learning	Make sure all staff listen to and value what children say and actively encourage them to explore their full potential.
Standard 18 - Quality assurance	Include the comments from staff and other professional agencies to fully evaluate the setting when writing the report to review the quality of care.

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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