



Inspection Report

Clwb Y Ddraig @Llantrisant

**Llantrisant Primary School
Coed Yr Esgob Llantrisant
Pontyclun
CF72 8EL**



Date Inspection Completed

09/05/2024

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About Clwb Y Ddraig @Llantrisant

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Clwb Y Ddraig CYF
Registered places	48
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection
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>	Excellent
<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 are exceptionally happy and settled at the setting. They take part in a variety of interesting and stimulating play experiences and have great fun playing with their friends. Children have extensive opportunities to make choices and decisions, they have a very strong voice.

Staff have a good understanding of how to keep children healthy. They provide a variety of activities in response to children's ideas and interests. Staff follow most policies and procedures, which ensures the well-being of the children.

The setting is based within a primary school. The people who run the setting provide indoor and outdoor areas for children to play. Children have access to equipment and a good selection of toys and materials that meet their play needs well.

The leadership and management of the setting is effective. The people who run the setting make improvements where necessary to benefit the children in their care. Parents are very complimentary about the setting and the care their children receive.

Well-being**Excellent**

Children are very confident communicators and have a strong voice at the setting. They have highly effective opportunities to contribute their ideas during the when planning the activities on offer and the snack they eat. Children also choose when they would like to eat during the session. They are confident in their communication with each other and with staff. For example, children who wanted to complete den building asked for the equipment and were able to complete their chosen activity. As a result, children know their opinions and interests are acted upon and respected.

Nearly all children are extremely happy, settled, and comfortable at the setting. Older children follow a familiar routine arriving at the club's meeting point independently and younger children are escorted to the club. They greet staff happily and chat to them easily as they arrive. Most children are familiar with the setting's routines as they attend regularly. Children that are new to the setting settle in quickly and feel welcomed.

Interactions are excellent. Children interact exceptionally well with staff who are very familiar to them. Nearly all children, of all ages, interact very well with each other and have positive relationships. Children chat happily and intently around the table during snack time. Interactions between children are also very positive during play and they form constructive relationships. For example, older children set up a card game, agreeing on the decisions about the rules of the game. Children have also been part of creating the rules of the club which they discussed with us. As a result, there is a constant buzz as children chat and play co-operatively together.

Children thoroughly enjoy their time at the setting and play with enthusiasm and engagement. They choose from a range of activities which are stimulating and interesting. Children are exceptionally engaged in these activities because they have been involved in the planning. Most spend long periods engaged in the activities they choose. For example, some children chose the craft activity on offer and concentrated for a sustained period of time to complete their individual designs. Children told us they enjoy playing outdoor, playing with friends and the various snacks on offer.

Children are developing independence very well. They take responsibility for their own belongings, such as their coats and bags, and serve their own snack. Children's independence is promoted as they make choices during the activities. For example, they move craft and paper resources outside and choose objects such as leaves and sticks to print with. Many children attend school based after school activities before joining the club. Children we spoke to told us they value the opportunities to make their own choices about how to spend their time after a day in school.

Care and Development

Good

Staff have a good understanding of their roles and responsibility to keep children safe and to protect children. All staff we spoke to understand the steps they would need to take in the event of any concerns they may have about children, including any relating to the conduct of other staff. They follow the setting's policies for recording accidents and incidents. They ensure parents are informed via a record sheet which is detailed and requires both staff and parents to sign. Staff are aware of the medication policy and the relevant permission forms to administer and record the administration of medication. However, they have not needed to administer any medication. Staff follow effective hygiene procedures and there is a system to manage any allergies. They promote healthy lifestyles by providing a healthy snack and ensuring children have access to daily exercise. Staff ensure first aid kits are available, and that their contents are checked regularly.

Staff create a welcoming and positive atmosphere at the setting. They understand the behaviour management policy and the majority of staff use positive reinforcement. Staff encourage good manners and remind children to say please and thank you during snack time. Most staff talk to children on their own level, giving them their full attention and responding positively. Staff include children in establishing the rules of the club which they refer to effectively when reminding children. They give children due warning. For example, they tell children "We're going to tidy up in five minutes and then we can go outside". These strategies support children's behaviour.

Staff provide a range of play activities, suitable for the age and stage of development of the children. The ethos of the club is to provide a play-based environment where children can choose what they want to do and how they want to spend their time. Staff hold planning consultations with the children to inform the planning of activities. Children we spoke to told us they enjoy the challenges staff provide. For example, '*can you build a robot out of the junk materials.*' Most staff promote children's play by engaging with them during their chosen activities and respect children's individual preferences. They keep records about children's individual needs and preferences. Staff engage in daily conversations with parents about their child's time at the setting and build positive relationships with families. As a result, staff know the children and their individual needs well.

Environment

Good

The people who run the setting have systems and procedures in place to ensure the environment is safe. Parents collect children from the main base room and a remote bell is fitted if the setting is in another area of the school. The people who run the setting have put risk assessments in place, and these inform the daily checklists. Staff complete daily safety checks to ensure hazards are identified and as far as possible, risks to children are eliminated. The people who run the setting work closely with the school to ensure the necessary safety checks are undertaken. They organise regular fire drill practices and staff ensure children know how to leave the building safely.

The setting is based in a primary school. The people who run the setting provide good facilities for the number of children that currently attend. They have agreed sole use of a classroom and access to the adjacent communal space. They also have access to the hall and large playground if there are no after school run activities. When these areas are available it allows free flow options. For example, children move between the classroom and the large playground, and between the hall and the dining room. This enables staff to provide a rolling snack option for children. Children independently access suitable toilet facilities which provide for their privacy and dignity. The people who run the setting provide useful information for parents on a noticeboard such as information about the running of the setting and certificates. Staff ensure that the environment is welcoming and attractive with children's work displayed. They also display children's suggestions, planning of the activities and their club rules. As a result, children have a good sense of belonging.

Staff keep resources well organised. They rotate these resources to meet the needs and interests of the children attending. Children know what resources are stored and will approach staff if they want a particular resource. For example, they ask for a bat and ball to play outside. The people who run the setting provide a selection of resources and play materials including, role-play, recycled materials, games, craft materials and larger den building materials. Resources are clean and appropriate for the various age groups attending the setting. Children make good use of the school's outdoor space such as a grassed and tree area, playground, picnic benches and the wooden trails and climbing area.

Leadership and Management

Good

The leadership and management of the setting is good. The people who run the setting liaise with Care Inspectorate Wales (CIW) in a timely manner. They update changes to staffing and have submitted the self-assessment of service statement (SASS) to CIW this year. The Person in Charge (PiC) works closely with the company's management team and there is an effective support network in place. The people who run the setting ensures the statement of purpose complies with all the relevant regulations and meets national minimum standards. There are suitable policies and procedures in place. However, some of these policies and procedures do not reflect the current running of the setting. For example, the club provides a valuable service for children from the end of the school day and for those children who attend the school extracurricular activities. This is not accurately reflected in some of the documents seen and the procedures for collection. The responsible individual recognised this during the inspection visit and has begun to review these. Staff keep a record of children attending as well as a record of the staff caring for them.

The people who run the setting allocate roles and responsibilities between the staff and ensure staffing ratios are met to meet the needs of children. There is a happy and warm ethos in the setting and staff we spoke to feel very supported by the responsible individual and the company's management team. The people who run the setting ensure suitability checks, including Disclosure and Barring Service (DBS) are in place for staff. They support staff in their development, training and in obtaining further qualifications. The people who run the setting ensure supervisions and appraisals for staff are embedded as well as induction for new staff.

The people who run the setting have completed a quality of care report, which takes into account the views of parents, children and staff. The people who run the setting ensure all information is considered and evaluated. The responsible individual tells us that they are currently developing their process for evaluating the setting. This is to ensure priorities for improvement are identified and reflected in actions taken to improve the setting and outcomes for children.

Partnerships are good. The people who run the setting have established good partnerships with the school. They have built close relationships with parents. Parents are very complimentary about the setting and told us they are very happy with the service provided. They commented on the opportunities the children have to make choices, such as the food and activities, and that their children are very happy attending.

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 14 - Organisation	Review policies and procedures and ensure these are fully implemented and evaluated.

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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