



## Inspection Report

**Trefonnen After School Club**

**Ysgol Trefonnen  
Trefonen  
Llandrindod Wells  
LD1 5EP**



**Date Inspection Completed**

12/05/2023

## About Trefonnen After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Trefonnen Afterschool Club
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 28 February 2017
Is this a Flying Start service?	<a href="#">Manual Insert]</a> No
Does this service provide the Welsh Language active offer?	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.

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<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

This setting is child centred with a good emphasis on children directing their own play and learning. Children are settled and happy. They have opportunities to be independent and develop their skills through a range of play experiences. Children form close bonds with care staff and other children, making them feel safe and secure.

Staff are appropriately qualified. They have a good understanding of how to keep children safe and healthy. Care staff implement basic policies and procedures well. They plan some interesting activities, and organise resources, which stimulate and capture children's imagination and play experiences, within the constraints of the environment.

The environment is clean, welcoming, and well organised. People who run this setting ensure the environment is well maintained and generally safe. A good variety of indoor and outdoor toys and resources are available for children. However, more age appropriate resources for the older children is needed.

Leadership and management of the setting is good. Leaders regularly review their policies and procedures and ensure that these are implemented in practice and all of the required records are kept. Leaders understand their responsibilities to protect children. Staff recruitment checks comply with regulations. Satisfactory and suitable staff development opportunities are in place and are in the process of being further developed. Partnerships are good.

## Well-being

Good

Most children make purposeful choices and access areas of provision confidently. For example, they enjoy choosing the circus equipment and trying out new skills. Most children communicate and express their needs and preferences, with some using nonverbal clues such as pointing to what they want or at. Children have a very strong voice at the service. They express themselves confidently and feel they are listened to by practitioners. Children who did not wish to participate in a group activity express themselves clearly, and happily select alternative activities.

Most children arrive eagerly at the setting. They form close bonds with practitioners, which has a positive impact on their well-being and motivation. Children who have recently started at the setting have bonded well with practitioners. Children have very good relationships with staff? and are very tactile and spontaneously seek affection.

When appropriate, they receive gentle comfort and reassurance from practitioners. Children are aware that practitioners will respond effectively to their needs. For example, they approach them when they are hurt or upset and feel immediately comforted by them. Children feel a sense of belonging and smile as they receive praise for showing kindness to a friend or being an excellent helper at tidy up time. Staff praise them by stating well done and "da iawn".

Most children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities.

Most children concentrate for an appropriate amount of time and respond positively to encouragement from practitioners. They listen to instructions well. Many children feel a sense of achievement and pride when they succeed in activities, such as when one child was able to use the stilts and shouting ecstatically "I did it"!

Overall, most children develop their independence skills effectively. On arrival they are aided to take responsibility for storing their belongings and hang up their coats and bags. Nearly all children are encouraged complete self-care tasks independently with staff support. For example, they wash their hands at appropriate times and get tissues to wipe their nose. However, they do need escorting to the toilet. They are also encouraged to help to tidy resources at the end of the session.

## Care and Development

Good

Practitioners communicate extremely well with children and create a calm and relaxed atmosphere. They are very positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during activities, modelling good social and communication skills and leading to meaningful discussions during their play and constantly aid and develop children's communication via the use of clear and positive praise.

Practitioners implement the setting's policies and procedures effectively. In the main they practise good hygiene procedures. For example, they wash their hands regularly and deal with intimate care, such as toileting, appropriately. Practitioners are knowledgeable about their roles and responsibilities in relation to keeping children healthy and support and encourage children to get fresh air and encourage healthy snack choices. Practitioners are aware of the procedure to follow in an emergency. They practise regular fire drills with the children to make sure that children know what to do if they must leave the premises in the event of an emergency and they record the outcome. Appropriate incident and accident recording systems are in place and include sufficient detail and evidence of information sharing with the parents. The safeguarding policy meets requirements and all staff have completed safeguarding training. Practitioners have a sufficient understanding and confidence of the setting's safeguarding policy and procedures in relation to any safeguarding issues.

Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour, for example, using distraction and positive reinforcement techniques. They praise children continually for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

The setting has worked hard to improve procedures to support children with additional learning needs (ALN) such as dealing with staff changes and the intake of new children and this is having a positive impact overall at the setting. For example, practitioners are aware of children's individual preferences and know which children respond to which staff members well as well as implementing individual children's care plans effectively. Practitioners focus well on the interests of the child, their individual needs and development. They work well together to build the children's confidence and resilience.

**Environment****Adequate**

Leaders ensure that the indoor and outdoor environments are safe and secure. However, there is no direct access to the outdoors so the use of this is limited. In the main, suitable risk assessments are in place, including daily checks. Visitors access the setting after being admitted by a staff member and all visitors sign in and out of the premises. All required safety checks are completed within the required timescales, including fire and electrical tests. The premises are clean, and all practitioners practise effective hygiene procedures.

The premises are somewhat welcoming and on the whole, provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development. The outdoor area is stimulating but is not easily accessible.

Leaders provide a range of developmentally appropriate toys and resources that engage children well. All toys and play equipment are clean and well-maintained. Leaders encourage active learning through activities successfully, such as messy play, that encourages children to experiment and be imaginative. Although there are some constraints due to it being a pack away setting. Most resources are stored at a low level so children can access them and make choices independently. There are sufficient play materials to promote cultural awareness and diversity that ensures children gain an appropriate understanding of the world they live in. Furniture and equipment are suitable, appropriate and of good quality, although more could be provided for the older children. Children are provided with appropriate spaces and areas for quiet times.

## **Leadership and Management**

**Good**

Leaders have a good vision for the service that they share with others. They have in place a statement of purpose, which contributes to the running of the setting. Leaders have an adequate knowledge of their regulatory responsibilities. They ensure that they comply with many relevant regulations and the NMS. They regularly review their policies and procedures and ensure that these are generally implemented in practice and the required records are kept and well maintained. Leaders manage the staff team well to include good engagement with CIW and the notification of significant events.

Leaders have good processes when dealing with any concerns. Leaders follow a safe recruitment process to safeguard children and have satisfactory systems in place to update suitability checks as required. They implement an effective induction procedure for practitioners. Leaders implement good regular supervision and appraisal systems which aid with staff professional development and individual well-being. Leaders support practitioners to attend mandatory training. They ensure that staffing ratios are met in line with regulations.

Leaders ensure that communication and engagement systems with parents are good. Leaders have links with relevant professionals, the community and other stakeholders. For example, they informed us of good relationships with the local authority and school. Leaders currently have a good system in place to ensure that when there are concerns about children's progress or development that there are effective procedures and protocols in place for sharing information.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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)
	No NMS Recommendations were identified at this inspection

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)
To re think the environment making sure wider play opportunities are not missed.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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