



Inspection Report

Cool Kids @ Cradoc

**Cradoc Cp School
Cradoc
Brecon
LD3 9LR**



Date Inspection Completed

15/02/2024

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About Cool Kids @ Cradoc

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Cool Kids @ Cradoc
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration 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>	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, settled and are given good opportunities for their age and stage of development. Children enjoy the independence to 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 effectively and understand their responsibilities to safeguard children. They are good role models, and they build the confidence and self-esteem of the children in their care.

People who run the setting implement effective measures and are aware of their responsibilities to ensure children's safety. They maintain effective risk assessments and the building's safety equipment is in place. They provide a good range of resources and ensure children can access resources throughout their time in the club.

People who run the setting have a good vision for the setting and provides clear policies, in line with regulations and the National Minimum Standards. They ensure staff are supported well and are given appropriate training for their roles. They have effective partnerships with the school and parents are supportive of the setting.

Well-being

Good

Children make purposeful choices and move around the setting with ease. They have opportunities to make decisions and are comfortable to ask for specific resources. Children communicate confidently as their wishes and needs are considered. For example, they ask staff for more water, fruit or milk during snack time. Some children communicate and express their wants and needs using nonverbal cues such as pointing. They enjoy their time at the setting and express their enthusiasm openly. Upon arrival, children choose what they wish to play with and with whom, such as tabletop crafts or games, floor activities, or having the freedom to relax with books. Children who do not wish to take part in a group activity say so clearly, and happily select different activities.

Children feel safe, happy, and settled as they are already familiar with the school environment. They are enthusiastic and active when they arrive and are very familiar with the routine. Children chat openly about what they enjoy doing and talk about the club's activities. Children form close bonds with staff, which has a positive impact on their well-being and motivation. When needed children receive gentle comfort and reassurance from staff. 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 saying "*Well Done, excellent and fantastic*".

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. For example, they show excitement during the Valentines Day theme activity. Many children feel a sense of achievement and pride when they succeed in activities, such as when they complete a colony of dinosaurs and can walk and jump over them and enjoy playing in a den that they had created from resources. Children energetically play with others during a ball game, whilst others enjoy colouring with staff members. Children are respectful of each other's needs and show care towards one and other. For example, an older child helped a younger child down the ramp during outdoor play. Children are aware of what is stored in the club's storage room and know they can make requests to staff if they wish to change resources. Children can access regular play outdoors and good facilities and resources are available to them, which children told us they enjoy using.

Overall, children develop their independence skills effectively. On arrival they happily take responsibility for storing their belongings. They hang up their coats and know where to place their lunch bags in their individually labelled trays. Nearly all children complete self-care tasks independently. For example, they wash their hands and get tissues to wipe their nose. Children learn to serve themselves at snack time and they also help efficiently to tidy resources at the end of the session.

Care and Development

Good

Staff are experienced and understand policies and procedures, implementing these consistently. They promote healthy lifestyles, physical activities, safety, and children's personal well-being. We saw staff encouraging children to sanitise their hands before snack time and reminding children of hygiene procedures whilst going back and forth to the toilet. Safeguarding is prioritised and staff have a clear understanding of their responsibilities to protect children. The club's staffing arrangements are communicated clearly, ensuring that staff ratios are appropriate when leaving the hall to go to the toilet or to prepare snack. Staff follow a rota in terms of snack preparation. We were able to see this working effectively, and how staff allow time for children to make choices about what they wish to eat and ensure that foods served are varied, healthy and nutritious. They know the children very well and are aware of their individual needs. Staff are familiar with their responsibilities to safeguard children with allergies, and we saw records and an allergy matrix that supported this practice. Children with additional learning needs have care plans in place and staff are aware of their responsibilities to support. Staff are aware of the procedure to follow in an emergency and conduct regular fire drills. Appropriate incident and accident recording systems are in place and include enough detail and evidence of information sharing with the parents. Accident and incident records are up to date and checks are completed to help improve health, safety and effective risk assessments. First aid training is current and suitable for the ages of children.

Staff communicate well with children and create a calm and relaxed atmosphere. They are positive role models for children and interact purposefully throughout the session. For example, they sit with children during snack time, modelling good social and communication skills, leading to meaningful discussions. Staff respond to children's requests and questions and interact with them in a warm and consistent manner. They are kind, caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. Staff move around the environment continuously to support children, sitting at tables or on the floor to play. Staff interactions with each other and with the children demonstrate respect and children are happy, comfortable and feel at home in the staff's company. They have developed close relationships with the children and enjoy listening to their stories about the day.

Staff 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. Staff provide interesting opportunities, which are led by the child's choices and decisions. Staff use some incidental Welsh at the setting such as some words of praise, greetings and use Welsh words for colours during a craft session. Staff provide children with varied and valuable opportunities to learn about the world around them. Children celebrate different cultures successfully by exploring festivals through using a range of craft materials and stories.

Environment**Good**

People who run the setting ensure that the environment is secure and well maintained, both indoors and outdoors. Prior to the production of this report people who run the setting confirmed some additional improvements had been made in the form of a new doorbell being fitted to the front door that also rings in the outdoor play area. The club is located within the school hall, offering a friendly and welcoming environment with a large, open, and safe space. People who run the setting maintain purposeful daily risk assessments as well as comprehensive risk assessments which is reviewed as and when any additional measures are identified. They make beneficial observations of the setting which enables the staff to reflect on the best way to arrange the learning environment. For example, after observing that children ran around indoors, they moved the furniture to reduce opportunities for this. This had a positive impact, and this area now supports children's learning effectively. We saw evidence of building and equipment safety certificates, and these are up to date. They maintain a daily register where children, staff and visitors are signed in and out of the club accurately. The environment provides a good level of security and entry to the main building is not permitted without staff authorisation. As a result, children have the freedom to move around the setting's designated areas independently and safely.

People who run the setting ensure that premises are warm and welcoming and provide an effective environment for children to play and learn as well as extending the children's skills. The open space within the school hall is an ideal environment for children to relax and unwind. This provides staff with a blank canvas to be able to plan and utilise the hall according to the children's interests. The outdoor area is stimulating and easily accessible and they have access to extensive school playground which is well equipped. This enhances provision to support children's physical development well and overall learning. People who run the setting ensure toilet facilities are appropriate, and staff follow guidelines to promote children's privacy and dignity.

People who run the setting provide a range of developmentally appropriate toys and resources that engage children well. People who run the setting ensure that a wide variety of resources are laid out, or stored nearby, and that children can access them easily. The outdoor area offers a good environment to develop further skills such as physical and problem-solving skills and provide some natural and sustainable materials in children's play effectively in the outdoor environment. Most resources are stored at a low level so children can access them and make choices independently. There is a toy catalogue system in place for all toys and resources from which children choose what they wish to play with daily and all activities are child led. There are sufficient play materials to promote cultural awareness and diversity effectively. This ensures that children gain an appropriate understanding of the world they live in. Furniture and equipment are suitable and of good quality.

Leadership and Management

Good

People who run the setting have a good vision in respect of the service offered. There is an up-to-date statement of purpose. Prior to the production of this report, people who run the setting confirmed that the statement of purpose had been further updated. People who run the setting are knowledgeable about their regulatory responsibilities and they are organised in reviewing policies, certificates, information, and records regularly, which contribute effectively to the smooth running of the setting. People who run the setting ensure that they follow clear procedures and audit records monthly to improve on safety at the setting. There is a commitment to collaborative work, and this impacts well on outcomes for children. For example, staff discuss their activities and share the learning environment and resources effectively, often joining in to offer ideas and celebrate successes. They interact effectively with each other to support the children's learning well.

People who run the setting have effective arrangements for identifying strengths and areas for improvement and all staff are committed to improving the quality of provision and outcomes for children. They distribute questionnaires and listen to the opinions and views of those who use the setting. People who run the setting have in place a target board for children to comment and rate their daily experience at the service therefore providing the children with opportunities to discuss any issues both positive and negative. As a result, they work continuously to develop and improve their service of care.

Overall, people who run the setting deploy staff well and make use of resources to support children's wellbeing, play and learning effectively. Staff recruitment systems are in the main robust. People who run the setting have a system for appraisal and supervision which encourage reflection and identify areas for improvement. However, these supervision sessions had not been implemented formally from August 2023. Prior to the production of this report, people who run the setting confirmed that a new supervision system had been implemented. Staff are supported to continually improve their skills and to progress in their qualifications. This has a positive impact, such as improving the staff's confidence in providing good learning opportunities. People who run the setting make sure that the setting meets the required numbers of suitably qualified practitioners to care for children safely. Staff told us that they feel valued and supported.

People who run the setting have a worthwhile range of partnerships that improve the quality of provision and outcomes for children. People who run the setting keep parents and carers informed about their children's time at the club through verbal and written communication. Prior to the production of this report, people who run the setting confirmed additional improvements had been made in the form of an updated list of contact details and numbers has been placed on the front entrance of the service. The setting has strong links with local primary school where they are located.

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
29	The provider must ensure that all staff members receive formal regular supervision and annual appraisals and a record be maintained on the staff files .	New

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 1 - Information	Ensure that the statement of purpose includes contact arrangements for parents/carers and visitors when staff and children are away from the premises.

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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