



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Towyn Fun Club
North Wales Childcare Limited
c/o Ysgol y Foryd
Morfa Avenue
Kinmel Bay
Conwy
LL18 5LE**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Towyn Fun Club

Name of setting	Towyn Fun Club
Category of care provided	Full Day Care
Registered person(s)	Chiara Williamson
Responsible individual (if applicable)	Michael John Evans, Nicola Anne Evans, Lesley Anne Falconer, Chiara Marie Williamson
Person in charge	Chiara Williamson
Number of places	40
Age range of children	2 to 12 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	0
Opening days / times	8:00am to 6:00pm, Monday to Friday
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	31/03/2017
Date of previous Estyn inspection	NA
Dates of this inspection visit(s)	26/03/2019
Additional information	
Most children speak English as their first language. A very few children are learning English as an additional language.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	No judgement applied
Care and development	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Environment	Adequate
Leadership and management	Adequate

Non-compliance

During this inspection, we identified areas where the responsible individual is not meeting the legal requirements, and this is resulting in potential risk and/or poor outcomes for children using the service.

Therefore we have issued a non-compliance notice in relation to the following:

- Safety of the premises (Regulation 25): Risks to children's safety are not always identified and action must be taken to ensure all areas are free from hazards that affect children's safety.

Details of the actions required are set out in the non-compliance report attached.

We notified the provider that the service was not compliant with Regulations 6, 16, 21, and 30, which must be addressed.

We advised the responsible individual that her DBS certificate had expired, immediate action was taken, and a renewal application has been completed. We also advised the responsible individual that improvements are needed to obtain the views of parents (Regulation 16), to provide drinking water at all times (Regulation 21) and ensuring all registers are completed fully (Regulation 30) in order to fully meet the legal requirements.

We expect the responsible individual to take action to rectify these and they will be followed up during the progress review process.

Recommendations

- R1 Ensure that all practitioners follow safeguarding policies and procedures robustly
- R2 Ensure that practitioners identify children's individual needs, plan for the next steps in their development and track their progress effectively
- R3 Improve provision to ensure that children develop their language, literacy and communication skills progressively
- R4 Develop provision for Welsh language in order to improve children's speaking skills
- R5 Inform parents about children's care and development effectively and consistently
- R6 The registered person must address all non-compliance identified during the inspection

What happens next

The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Good

Nearly all children make confident choices about where they want to play, and choose resources independently. Many children express their views and ideas effectively. For example, they develop their play and ask for more water confidently when pretending to make cakes. They know their ideas will be listened to and respected. Older children are consulted effectively about which activities they want to include when planning. For example, children decide to make a dragon's egg and draw a picture to show what their dragon will look like once it has hatched. A suggestion box is always available, enabling them to contribute to ideas successfully.

Nearly all children experience positive bonds with practitioners and cope well with separation from their parents, settling quickly upon arrival. Many children form meaningful friendships. They chat with ease to those around them and welcome friends as they arrive. They feel secure and comfortable in their surroundings. However, the environment does not reflect or celebrate the achievements of children attending the breakfast or after school club effectively. For example, children's creative work is not displayed clearly within the setting.

Most children respect their friends and those caring for them consistently and nearly all take turns and look after resources successfully. For example, they work together to push a wheelbarrow and help each other to stir their mud mixture in the outdoor area. Nearly all children help to put toys away at tidy up time and remind each other what is expected of them. Nearly all children behave well in line with their age and stage of development.

Nearly all children engage well and show interest in the resources available. They respond with enthusiasm when practitioners tell them about the activities they can choose from. For example, they jump for joy when they hear they will be growing a beanstalk. Many older children particularly enjoy the activities outside such as parachute and ball games.

Many children complete tasks independently. For example, they put on their coats and wash their hands confidently. Children pour their own drinks after meals and snack successfully and are eager to do things for themselves. Most children take care of their own personal belongings effectively. They gain a sense of achievement from what they do because their successes are celebrated and rewarded through positive praise.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): No judgement applied

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Adequate

Most practitioners promote healthy lifestyles effectively. They provide healthy meals and snacks and there are regular opportunities for children to be physically active. For example, children play outside every day. Practitioners provide appropriate drinks at the end of meal times and at snack times. However, they do not make fresh water readily available to children throughout the day or offer drinks at breakfast club. Nearly all practitioners implement positive hygiene practices. They keep surfaces clean, encourage hand washing and follow effective procedures to ensure the risk of cross contamination is minimised. For example, nappy changing procedures are in line with current best practice.

A majority of practitioners have a current paediatric first aid certificate and are aware of how to care for a child in an emergency. A well-stocked first aid box is easily accessible. Practitioners record accidents and incidents effectively and share this information with parents appropriately. They have an accurate understanding of the process to follow should they have a concern about a child or member of staff. Fire drills take place regularly and are well documented, ensuring practitioners and children are aware of how to safely evacuate the premises in an emergency. However, the setting's arrangements for safeguarding children do not meet requirements and are a cause for concern. Practitioners do not ensure that the kitchen door is closed at all times or keep an accurate enough register of who is in the setting consistently.

Practitioners manage behaviour well and have clear expectations. They model positive behaviour effectively, treating those around them with respect and modelling good manners. Most practitioners celebrate and reward children's achievements regularly through agreed methods, such as stickers. This results in children gaining a sense of pride from their achievements.

Overall, practitioners know children well and provide a calm and caring environment. Records are complete and enable practitioners to understand children's health and dietary needs. However, there is limited information about children's individual needs and preferences. Practitioners implement appropriate planning for all children, which relates to the current theme. Activities for younger children are developmentally appropriate and engage most children well. However, provision of age appropriate activities for older children is inconsistent. Practitioners make observations of children's achievements regularly. However, they do not track children's progress effectively and therefore are unable to plan for the next steps in children's play and learning or identify any additional needs they may have appropriately.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

The setting provides an appropriate range of learning experiences that engage nearly all children successfully across most areas of learning. Practitioners develop children's personal and social, numeracy and physical skills well. However, they are less successful in supporting children to develop their literacy, Welsh language and ICT skills.

Nearly all practitioners are good role-models and successfully support children to develop respect for others and a sense of right and wrong. The setting provides

effective opportunities for children to learn about and care for living things such as when they support children to observe and feed the pet goldfish, 'Chocolate' and 'Orange'.

Practitioners provide useful opportunities for children to develop their physical skills including using brushes, pipets and small construction toys. The outdoor area provides ample opportunities for running, throwing and balancing. For example, practitioners support children to create and use a challenging circuit of balancing activities which develops their physical skills successfully.

Practitioners provide a range of opportunities for children to develop their communication and literacy skills appropriately. Most practitioners engage children in conversation successfully and interactions are calm and positive. A minority of practitioners use stories and songs as a starting point for children's learning well. For example, children develop their physical skills as they act out the story of Jack and the Beanstalk in the outdoor area enthusiastically. Practitioners provide suitable opportunities for children to take part in mark-making activities such as chalk and crayons. However, they do not build progressively on children's communication and literacy skills systematically.

Nearly all practitioners provide a range of opportunities for children to develop their numeracy skills and mathematical vocabulary well. For example, they support children to count their friends during registration time and ask them if the giant's castle needs to be big or small when building in the construction area.

The setting provides a satisfactory range of ICT resources that children enjoy using, such as a programmable toy and a battery-operated till. Practitioners provide a few interesting opportunities for children to use a tablet computer. For example, they research safari animals and play simple games. This supports children's ICT skills appropriately.

The setting supports children's Welsh language development appropriately. For example, most practitioners encourage children to count to three in Welsh and use a few simple words and phrases. However, provision to develop children's Welsh language skills is generally limited. Practitioners provide children with suitable opportunities to learn about their Welsh culture such as when they observe, touch and smell leeks and daffodils during St David's Day celebrations.

Overall, most practitioners have an effective understanding of foundation phase principles. Nearly all practitioners explain things clearly and model activities well. They are good language role-models and many question children effectively. For example, they ask children to think about what their bean will grow into during a planting activity.

The setting has an appropriate range of assessment procedures. For example, practitioners observe children and identify what they can already do during their first few weeks at the setting. However, they do not use assessment information to identify and support their individual needs well enough.

Environment: Adequate

Leaders ensure that children are cared for in a suitably secure environment. For example, they monitor access to the building and keep doors locked consistently. Leaders ask visitors to show identification and to sign in on arrival. They complete a range of risk assessments and review these annually. Leaders consider potential hazards when there are changes to the environment and complete risk assessments in response effectively. However, they do not ensure that practitioners use risk assessments consistently enough and they do not address all risks to children's safety. For example, practitioners do not ensure that the kitchen door is closed at all times and children can access the school playground which leads directly onto the school carpark.

The setting completes children's registers consistently, however, an accurate record of who is present is not kept well enough. On a few occasions, there is not an accurate record of the children present or the practitioners caring for them.

Leaders ensure the premises provide a welcoming and friendly environment for play and learning. The main play room is comfortable with sufficient space and facilities to meet the children's needs. There is plenty of room for children to develop their independence by moving freely around the setting. For example, practitioners encourage children to access the resources they want to play with from low level storage and use the toilet independently.

As a result of water damage the games room used by older children is not in use. However, practitioners continue to provide activities within the main indoor area, and this meets the older children's needs appropriately.

Practitioners have made improvements to the outdoor area, including providing new equipment for children to develop their physical skills and a shed to store them in safely. The recently installed mud kitchen is popular with children of all ages and supports their personal and social development well.

Resources for children are ample and are generally of good quality. Leaders provide access to suitable furniture, equipment and toys, that meet children's needs well. For example, they provide different sized tables and chairs for children of all ages effectively. Overall, children can choose from a worthwhile range of resources. However, practitioners do not always ensure that equipment and resources are clean and well maintained. They do not follow infection control principles well enough.

There is an effective range of opportunities for children to explore natural materials both inside and outdoors, which include mud, recycled materials used for construction and sensory exploration in gravel and sand. Practitioners provide a few resources that represent a range of cultures and promote diversity suitably including books and small world figures.

Leadership and management: Adequate

The responsible individual works effectively with practitioners to provide a caring and calm environment for all children. Overall, she manages practitioners and children suitably to ensure that the setting runs smoothly. The responsible individual has a clear vision to provide high quality affordable childcare where children develop their skills through play.

There is a range of relevant policies and procedures to support the organisation of the setting. The responsible individual shares these with new staff appropriately. However, monitoring to ensure that practitioners follow all important policies and procedures is not consistent. For example, leaders do not ensure that practitioners carry out daily risk assessments systematically or complete children's registers consistently. The setting therefore does not comply fully with all regulations.

The setting's systems for identifying its strengths and areas for improvement are suitable overall. Many practitioners identify what the setting does well and areas that they need to develop. They have made improvements such as the development of outdoor provision for younger children and the introduction of a suggestion box in the breakfast and after school club.

The manager uses appraisal and supervision systems satisfactorily to communicate required standards and review the performance of all staff. Nearly all practitioners know what they need to do to improve their performance. However, their progress towards achieving individual targets is inconsistent.

Nearly all practitioners take advantage of opportunities for continuous professional development and understand the need for ongoing improvements. This has a positive impact on the quality of provision. For example, practitioners have improved their understanding of how to develop children's physical skills in the outdoor area.

Overall, the setting makes appropriate use of practitioners to support children's wellbeing. Leaders ensure that there are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children.

The setting has a beneficial range of partnerships that improve the quality of provision and outcomes for children suitably. Parents receive useful information through day-to-day contact, newsletters and emails. However, practitioners do not provide parents with information about children's care and development well enough. For example, information about pre-school children's progress is not shared with parents consistently.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 03/06/2019