Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bwlchgwyn Cabin Crew

Bwlchgwyn CP School
Brymbo Road
Bwlchgwyn
LL11 5UA



Date Inspection Completed

23/01/2025

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About Bwlchgwyn Cabin Crew

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Bwlchgwyn Cabin Crew
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	5 April 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

The wellbeing of children is at the heart of the setting. They have a strong voice and know their needs and interests are known and will be catered for extremely well. They develop a very strong sense of belonging and have pride in the setting and their experiences. Children interact with respect and enjoy communicating and playing alongside others. They have exciting opportunities which support them to develop a range of skills.

Staff have embedded procedures and routines to keep children safe and effectively support them to lead a healthy lifestyle. They are good role models, supporting children to interact well and develop positive social skills. Staff are knowledgeable and experienced which ensures children are provided with effective care and support tailored to their needs.

Leaders have effective procedures and routines in place to ensure the environment is safe and secure and these are embedded in practice. Leaders ensure the environment is inviting and provides an atmosphere where children are inspired to play and learn. The resources and areas of learning are innovative, exciting and give children opportunities to develop a range of skills in a fun and creative way.

Leaders manage their setting extremely well and are dedicated and committed to providing excellent care. Self-evaluation and planning for improvement is a strength of the setting and ensures positive improvements are made that benefit the children. Leaders have developed an excellent team of staff who work extremely well together. Positive relationships with parents/carers and the school are developed.

Well-being Excellent

Children have a very strong voice and confidently express themselves, their needs and their interests. They know they will be listened to, and that staff will respond with interest and care to what they have to say. Children have an excellent variety of exciting opportunities and chances to make choices in how they spend their time. They freely move around the environment accessing where and what they want to play with. For example, some children chose to play outside, whilst other stayed indoors. Children's opinions and interests are valued and considered by staff when planning activities and providing resources.

Children show an extremely strong sense of belonging and pride within the setting. They were enthusiastic and keen to show us some of the areas and the work they had completed that was on display. Children form strong bonds with the staff. They evidence they feel safe and happy in their care as they approach them confidently for help, support, comfort or just to have a chat or play alongside them. Children arriving from school are happy to arrive and soon joined their friends in an activity or had some social time and chatted to them and the staff about their day.

Children enjoy being around others and happily play alongside their friends. They learn to be respectful and cooperatively take part in activities. For example, sharing a book together and taking turns to turn the pages and point out the different animals they could see. Children are polite and naturally use good manners without being prompted. Children consistently show respect for property and resources, using them appropriately and helping to tidy up when asked.

Children are extremely motivated to play and learn as they have access to a good range of stimulating resources and activities. This ensures they are engaged and able to focus for an appropriate length of time for their ages and stages of development. For example, when finding a creature in the small world basket and then looking through a book to see if it is in there. Children are self-motivated to initiate their own play and learning as they can follow their interests and choose what they want to do. For example, children enjoyed folding the paper and cutting out shapes to make a garland.

Children are very confident and familiar with their surroundings which supports them to be independent. They are familiar with the routines, so they know what is expected of them. For example, during snack time children happily served themselves snack and poured their own drinks. Children know where items are stored so they independently access what they want to use or play with.

Care and Development — Excellent

Staff have an appropriate procedure to follow should they have any safeguarding concerns and these are fully understood by staff. This is reinforced as the procedure is clearly displayed at the setting. Staff have the required first aid training to allow them to deal with any accidents or incidents that may occur. These are effectively recorded and shared with parents in a timely manner. Staff have good procedures in place to help ensure children are kept safe. For example, they complete regular fire drills and reverse emergency procedures, where children must come inside if there is an emergency outside. This is reinforced with the children when they are going outside, and they are reminded what to do if they hear the whistle being blown.

Staff have good routines that are embedded in practice to support children to lead a healthy lifestyle. Nutritious food is offered for snack and for those not bringing their own lunch. The setting has recently completed Tiny Tums training and have recently signed up to the Welsh Government and Public Health Wales, Healthy and Sustainable Pre-School (HSPSS) scheme to further support them in their role. Staff ensure handwashing is supported and encouraged at appropriate times and that routines such as wiping tables is completed to help prevent the spread of germs. Staff effectively and innovatively promote physical activities and ensure children have regular opportunities to get fresh air. For example, staff regularly do yoga activities, which the children really enjoyed taking part in. They allow children to play outside even if the weather is not good as they have sheltered areas and staff plan movement activities that can be done indoors.

Staff implement positive behaviour management strategies. They know the children well and tailor strategies to support the needs and age and stage of development of the children. They use appropriate language and a calm voice to discuss with the children what is expected of them. This diffuses any situation and prevents it from escalating. Staff promote positive interactions as they are good role models for the children. They speak to them with respect and make times such as lunch and snack sociable, sitting at the table with them and having conversations about their interests, families and experiences.

Staff are knowledgeable and experienced in child development. They understand the needs of the children and ensure they provide a range of suitable activities and experiences to support their learning. Staff effectively plan using the children's interests and make sure they provide invitations to learn for the children so they can progress. For example, investigating ice and freezing flowers inside to make it more interesting. Using the tuff tray and white tape to make a spider web and catching different creatures in the web so children use the tongs to help get them out. Staff effectively introduce the Welsh language.

They regularly share books and sing songs and rhymes in Welsh. Staff use Welsh randomly during the sessions, including when playing alongside the children and during routines such as snack time. This supports the children to be confident in using simple Welsh phrases and we heard some children independently using Welsh words during their play.

Environment — Excellent

Leaders have positive routines and procedures in place to ensure the environment is a safe and secure space for children. Visitors are controlled as the external gate is kept locked and entrance only possible if staff allow. Visitors are recorded and a register of staff and children's attendance is kept so everyone can be accounted for. Risk assessments are detailed and cover all areas and activities completed regularly. These are dated to evidence they are reviewed and updated regularly to reflect any changes. Daily checks are completed on the environment to ensure no new hazards have arisen. These daily checks evidence that any issues found are recorded and dealt with in a timely manner. Leaders effectively organise excellent routines to ensure the environment is kept clean. Staff duties are rotated to ensure certain areas are cleaned daily.

Leaders ensure they provide an extensive environment indoors and outdoors that meets the needs of the children attending. For example, older children attending after school and those attending holiday club have access to a larger outdoor space. This gives them more opportunities to be active and gives them access to fixed play equipment including tyre swings, climbing resources and slide. The large yard gives them space to run around and take part in ball games. The main room used is light, bright and extremely well organised and decorated, making the space warm, welcoming and child friendly. The neutral colours and attractive displays create a calming atmosphere and promote children's sense of belonging. Leaders and staff have effectively used different forms of lighting to create a lovely atmosphere. This includes fairy lights around the room. There is a separate room used mainly for older children, craft activities, lunch and snacks. Leaders and staff ensure the outdoor environment is used as often as possible. They have recently made positive improvements to the space directly off the main playroom. This has created an exciting, innovative space where children are encouraged to be active, creating and extend their learning. The sheltered area allows children to use the space in all weathers.

Leaders have equipped the environment with a fantastic variety of resources. The inviting areas of learning are created to help inspire and encourage children to be creative and develop a range of skills. The focus is very much on natural materials with areas that include loose parts and items such as pinecones and wooden resources. Areas are enhanced with authentic resources. For example, real China cups and saucers and real condiment sets in the home corner. This area has been enhanced further to create a space where children feel valued and have a sense of belonging. It includes photos of the children's families and pictures children have created in frames on the wall. The stimulating outdoor area has been enhanced with some exciting and inspiring areas which children enjoy using. There is a gardening area that children can access independently, digging and sowing seeds.

There is equipment that helps children develop their gross and fine motor skills. For example, hammers for the children to use to knock golf tees into foam and a water play area where children can access pipes, guttering and other equipment and can independently get water to use.

Leadership and Management — Excellent

Leaders manage their setting extremely well. They are dedicated and committed to providing excellent care for the children. Leaders are actively involved in the day to day running of the setting, so they have a clear knowledge and understanding of what is going on. They have clear and effective policies and procedures in place, and they ensure these are implemented well and reviewed so they reflect current practice and guidance. Leaders ensure paperwork is kept well organised so information can be easily found when required. Records including children's information is complete, so details are available when needed. The statement of purpose contains all the required information and gives parents a true reflection of the service so they can decide if it is the right care for their child.

Leaders have a superb and effective way of self-evaluating the setting and care provided. They set comprehensive targets to ensure improvements are planned and made to improve the care children receive. Their quality-of-care report is in depth and evidences leaders have effectively considered the views of parents, children and staff. The self-evaluation process is ongoing, and targets and improvements are reviewed regularly. The self-evaluation and planning for improvement is a strength of the setting. Leaders ensure any training completed by themselves or the staff is reviewed and shared effectively. If appropriate it is then included in the improvement plan and reviewed regularly to evidence its impact on the setting and care being provided.

Leaders have developed an excellent team of staff who are influenced positively by the leaders. Staff are committed and dedicated in providing the best care possible. Leaders ensure they have regular and meaningful supervisions and appraisals with staff so information can be shared and training needs identified. This also provides an opportunity for staff to identify any training they would like to attend which would support them in their role. Leaders arrange regular meetings with staff to ensure they are happy and allow them to check on their wellbeing. Leaders have a good recruitment procedure in place, where checks are completed to ensure staff are suitable to care for children. They have recently introduced a more comprehensive induction process for new staff, so they are fully aware of their roles, responsibilities and the way the setting operates.

Leaders and staff develop positive relationships with parents/carers. They keep them up to date on their child's day, experiences and development using an online system. There are opportunities for information to be shared when dropping off or collecting their child. Leaders provide parents/carers with support and advice when needed and help them contact outside agencies that may be able to offer further help and support if needed. Good, close links with the school are developed. This aids transition and allows continuity of care for the children. It also allows resources, facilities and the environment to be shared to benefit of the children.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

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

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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