



## Funtazia Day Nursery (Cwm Golau)



Cwm Golau, Integratered Children`s Centre, Duffryn Road, Pentrebach,  
Merthyr Tydfil, CF48 4BJ



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[www.funtaziadaynursery.co.uk](http://www.funtaziadaynursery.co.uk)

The inspection visits for this service took place between 01/10/2025 and 08/10/2025

### Service Information:

Operated by:	Funtazia Day Nursery Ltd
Care Type:	Children's Day Care
Registered places:	52
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

## Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Adequate

## Summary:

Children are happy, relaxed and feel valued. They form warm relationships and confidently make choices. They express themselves, receive encouragement, and develop independence in a supportive, nurturing environment that fosters their well-being and sense of belonging.

Staff are successful in keeping children safe and healthy. They promote good hygiene practices with children and support their development well. Staff build positive relationships with children, they are attentive, warm, patient and offer reassurance to children when needed.

Leaders maintain a safe, clean, and secure environment. Children access a variety of beneficial toys, resources, and play experiences that capture their interests. Leaders ensure children can relax, play, and develop their independence in both the indoor and outdoor environment.

Leaders are committed to running a quality provision. Effective recruitment procedures are

followed, and staff are well qualified. Staff are happy at the setting and feel supported in their roles. Relationships with parents are positive. However, improvements are necessary to ensure key information is shared with parents in a timely manner and child to adult ratios are consistently met to ensure positive outcomes for children.

## Findings:



### Well-being

Good

Children are happy, settled and make appropriate decisions about how they spend their time. They choose from the fun activities and toys on offer in their playrooms and follow their own interests excitedly. Babies follow their individual sleep and bottle-feeding routines. As a result, they develop a sense of security and predictability which provides them comfort. Children express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. Babies use physical and vocal gestures to indicate to staff what they want, such as when requesting more yogurt at lunch time, which staff respond to instantly and willingly.

Children arrive happy and eager to start their day. They welcome each other warmly and greet any visitors to the setting enthusiastically. Children are comfortable in their surroundings and develop warm relationships with their friends and staff. Those who are quiet or a little upset during the day are well supported by staff and quickly join in the activities on offer to them.

Children are familiar with the daily routines, which helps them feel safe and settled. They participate confidently at mealtimes and when singing rhymes. Children enjoy their play and learning. They join in enthusiastically in the activities on offer to them. Babies and toddlers spend time exploring books and being creative with paint and playdough. Which supports them to investigate different materials creatively. Older children eagerly participate in counting down before demolishing the sandcastle they have constructed together. While others use real-life props to take on imaginative roles such as when feeding their baby. These activities support them to develop their skills and understanding of the world around them.

Children enjoy one another's company and spending time with staff. They are beginning to understand the needs of others and consider their friends feelings. For example, when a child was warmly greeted by their friend asking, '*did you have a nice sleep*'. Children behave and interact well for their ages and stages of development. They happily play alone and alongside their friends as they learn to share and work together. For example, toddlers are supported to take turns when selecting the song, they want to sing. Children enjoy receiving praise for their efforts and achievements, this helps them to feel happy and valued.

Children have worthwhile opportunities to develop their independence skills, which enables them to do things for themselves. They participate at mealtimes confidently. Babies and toddlers are supported to feed themselves. Children are encouraged to access the toilet, wash and dry their hands, with younger children receiving appropriate guidance and support.



Staff are successful in keeping children safe and healthy. They complete appropriate safeguarding training, which strengthens their knowledge of safeguarding and the procedures to follow. They are aware of their duty to report any concerns and confidently take the necessary action if required. Most staff follow and promote good hygiene practices. For example, tables are cleaned before mealtimes and staff wear personal protective equipment (PPE) when undertaking tasks, such as nappy changing. However, a few practices observed did not align with current infection control guidance or the setting's established policies and procedures. For example, washing their hands before and after changing individual children's nappies and after wiping children's noses to prevent the spread of infection. Nevertheless, staff do promote good hygiene practices among children. For example, they encourage children to wash their hands before mealtimes, after using the toilet and having their nappy changed. This helps them to develop good independent hygiene routines. Staff fully consider children's individual health needs. They record, maintain and review a range of records effectively, including accident, incident and medication logs.

The setting offers a range of healthy and well-balanced meals and snacks which are freshly prepared on site by the settings cook. Staff ensure mealtimes are relaxed, social and enjoyable experiences, where opportunities for children to talk about their day are encouraged. There are strong and consistent procedures in place when dealing with children who have allergies, intolerances, and preferences. Staff promote children's physical development and the benefits of getting out into the fresh air through regular access to the outdoor play environment.

Staff form strong, positive bonds with children, showing warmth, kindness, patience, and providing reassurance as needed. Staff respect children's emotional attachments to personal belongings, such as their individual comforters. Staff recognise how these items bring children comfort and support their confidence when attending the setting. Staff demonstrate a strong awareness of individual children's needs. They are attentive when children are unsettled and respond sensitively. For example, staff comfort children who feel upset when they leave the playroom. They let them know they'll be back soon and greet them when they return. This supports children to build trust and confidence when separating from familiar adults.

Staff understand and consistently implement positive behaviour management strategies in line with the settings policy. They use gentle warm tones of affection in their voice when praising and reinforcing positive behaviour. Staff know the children very well. They capture key information effectively to support the child's experiences at the setting. Staff are currently refining their observation procedures to formally monitor children's progress and effectively plan for their next developmental steps. Staff know children's individual needs extremely well, including those with additional learning needs (ALN). They seek beneficial advice and act on guidance from professionals. Staff implement and review children's individual targets regularly to ensure that children's needs are met.



## Environment

Good

Leaders ensure staff follow effective procedures to maintain an environment which is safe, clean, and secure. They ensure visitors and children are accurately recorded on arrival and when they leave the building. Staff undertake fire evacuation drills with children to ensure they are familiar with what to do in the event of an emergency. However, staff do not always carry out these drills according to the timescales outlined in the setting's fire safety policy. The Children's Centre staff promptly complete maintenance and safety checks for the setting. Leaders ensure there are a range of risk assessments in place for staff to follow; however, they do not always ensure that these reflect what actually happens in practice or identify all potential risks clearly enough. For example, leaders have not fully considered the independent use of a slide in the baby playroom.

The environment offers beneficial facilities to care for children. All playrooms are equipped with high quality and suitably sized furniture for the varying ages of children. The layout of the playrooms supports children to move around freely. The baby room is separated by movable, low-level barriers providing a safe space for children when they sleep. Staff successfully facilitate and supervise children to access the bathroom which is positioned away from the main playrooms. Most children rest in their playrooms, where staff create a calm space with suitable cots, mats, and individual bedding. Staff routinely monitor sleeping babies and children.

Leaders provide a wide range of good quality and interesting toys and resources. For example, toddlers and older children have a suitable range of open ended, authentic and recycled resources such as stainless-steel cooking utensils, hats and bags. These stimulate children's imagination and enhance their play experiences. Children choose freely what they want to play with, this extends their play and develops their creativity and curiosity. Staff organise and display resources attractively on low level shelving units, making them easily accessible and inviting to children. In addition, there are a suitable range of play items and resources which promote diversity.

All playrooms have direct access to the outdoor play space, which is a suitable size for the children. Fencing and gates effectively create individual play areas, allowing different age ranges of children to play safely. For example, enabling babies to move freely in the space. There is a range of exciting experiences for children to engage with such as, a mud kitchen and water play which supports creativity and imaginative play. Large play items such as a teepee, bridge and some plastic crates promote physical play. A large shed provides children with additional space to access during poor weather conditions. Leaders also make use of the onsite secured forest area where children go to explore on a regular basis. This offers children the opportunity to engage with the natural world.



Leaders are committed to providing a quality service and respond positively to recommendations for improvement. There is a clear statement of purpose which provides parents with the relevant information about the setting, so they can make an informed choice. Leaders provide staff with a beneficial range of policies, procedures, and documentation to support the operation of the setting. However, these are not always followed consistently. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Leaders ensure that relevant records are maintained of staff's arrival and departure times, along with recording which staff are working with which children at any given time. However, these are not always accurately recorded.

Leaders have appropriate self-evaluation procedures in place. They conduct an annual review of the service they provide, consulting with parents, staff, children, and professionals. However, the findings of these consultations are not included in the completed report. Leaders submit their Self-Assessment of Service Statement (SASS) when requested by Care Inspectorate Wales (CIW). However, they do not always keep CIW informed regarding regulatory requirements in a timely manner. They ensure the required ratio of adults to children is mostly maintained. However, outcomes for children require improvement because leaders do not always ensure there is enough staff to care for children during key routines such as when children are sleeping. We expect the provider to make improvements.

Leaders follow effective recruitment processes and suitably manage recent staffing changes by supporting current staff and providing helpful inductions for new staff. Leaders carry out regular beneficial supervision and annual appraisals take place to support professional development. Staff told us how they feel well supported in their roles and enjoy working at the setting. Leaders ensure staff keep up to date with their mandatory training such as, paediatric first aid and food safety. All leaders and staff hold a valid Disclosure and Barring Service certificate (DBS).

Leaders understand the importance of working in partnership with parents to consistently meet children's individual needs. At collection time, staff give parents a brief update about their child's experience at the setting and share written records which capture key routines of the child's day. Parents gave overwhelmingly positive feedback about the setting. They told us how they feel their children are well supported and shared how they thoroughly enjoy attending the setting. However, we found outcomes for children require improvement. This is because relevant information such as when a significant incident takes place is not always shared with parents in a timely manner. We expect the provider to make improvements.

## Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Care Inspectorate Wales cannot be confident that the responsible individuals keep parents/carers appropriately informed regarding significant incidents which could impact on the child's welfare.	01/10/25
Children's health, welfare and safety may be impacted if there is not a sufficient number of staff looking after children at all times.	01/10/25

**CIW has not issued any Priority action notices following this inspection.**

## National Minimum Standards

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.

Standard	Recommendation(s)
Standard 10 - Healthcare	Ensure that infection control guidance and the settings own policies and procedures are fully implemented and consistently followed.
Standard 24 - Safety	Ensure Fire drill practices are carried out more frequently in accordance with the setting Fire Safety policy.
Standard 24 - Safety	Develop risk assessments to ensure they include all aspects of the setting and actually reflect the practices of the setting.
Standard 5 - Records	Ensure recording processes are robustly followed including children and staff registers.
Standard 18 - Quality assurance	Ensure feedback from staff, parents and children are included in the annual quality of care report.
Standard 21 - Notifications of significant events	Ensure Care Inspectorate Wales are informed in a timely manner regarding any changes to details as set out in regulations.

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