Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Glyngaer Carebears

Glyngaer Primary School, Oxford Street, Gelligaer, Hengoed, CF82 8FF

07393195111

The inspection visit took place on 02/10/2025

Service Information:

Operated by:	Tracey Jones
Care Type:	Children's Day Care
Registered places:	32
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service

Ratings:

Well-being	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Good

Summary:

Children are confident communicators and curious learners at Glyngaer Carebears. They independently make decisions and choices about what they want to do and how they want to spend their time at the setting. Children engage in purposeful, play based activities that enhance their experiences and provide many opportunities for them to learn and grow.

Staff are knowledgeable and promote children's health and well-being, ensuring safeguarding underpins all practice. They foster close bonds of affection with them and confidently provide a child-led setting. Staff follow children's interests and plan effectively.

Leaders ensure the environment is secure, warm and welcoming. They provide a rich environment for play and learning through providing a range of excellent play spaces. Leaders ensure resources and equipment meet the individual needs of children effectively.

Leaders go above and beyond to ensure children, and their families receive a high-quality service. They have a good sense of purpose which supports their improvement plan and enables them to develop positive partnerships with parents, carers and outside agencies. Leaders work closely with the school and strive to promote positive outcomes for children.

Findings:

Well-being — Excellent

Children are confident communicators and have a strong voice. They chat and interact constantly with staff and each other. Children have many opportunities to make choices and decisions about what affects them. For example, some children choose to play on the climbing frame, some play in the water, and some children are playing on the mats in the hut. Throughout the session, children have significant freedom to safely explore the indoor and outdoor environments and play with activities that interest them.

Children feel safe and secure as staff genuinely consider and respect their wants and needs. They confidently approach staff to express themselves, telling them, *"I have something to tell you."* Children receive lots of praise and reassurance which means they show great delight and express enthusiasm in their play. Some children choose to play together, some play independently, and others engage with staff. For instance, when children were drawing chalk pictures outside, they approached staff and told them, *"Come and guess what we have drawn!"* Staff immediately went to see what the children had done and made some guesses. Children laughed and giggled as they clearly enjoyed the interaction.

Children engage positively with staff and receive nurturing and immediate responses from them. They benefit from their consistency, and this means children are building positive bonds of affection with staff. They regularly invite staff into their play and interact well with each other, developing their social skills through turn taking, sharing and cooperating well during their play. For example, when two children wanted to race, they asked staff, *"Can you say ready, steady, go?"* Staff started the race and the children played well together, encouraging each other during the race.

Children are curious learners who are motivated in their play and learning. They enjoy the wide range of real-life experiences, confidently choosing experiences and activities that interest them. As a result, children engage for extended periods of time. For example, children showed sustained interest when playing in the water area outside. They enjoyed exploring the various resources and materials and using their imaginations. Children move independently in the indoor and outdoor environments, and they confidently take part in activities and feel a sense of achievement. For example, they loved singing 'humpty dumpty' to us and telling us about how they made eggs to eat.

Children have good opportunities to develop their independence skills through a wide variety of activities and experiences. This enables them to do things for themselves successfully and to problem solve effectively. Children are self-sufficient and actively encouraged to participate in the decision-making process regarding how they spend their time at the setting. For example, when the children decided to make a restaurant, staff encouraged them to use the cars to set up a drive through. Children make excellent progress and are confident to try new activities.

Care & Development — Excellent

Staff have a sound understanding of their role and responsibilities in relation to safeguarding children. They implement a range of purposeful policies which staff successfully embed in the setting to promote children's safety and wellbeing. Staff frequently move around the setting interacting with children and supporting them. They promote physical activity, healthy lifestyles and well-being. For example, they have developed the outdoor area to encourage children to engage in regular active play. Staff are aware of the relevant safeguarding procedures, and they are confident in the relevant processes to follow should they have any concerns. Staff accurately record children's attendance and promptly fill in accident sheets and pre-existing injury forms, sharing the relevant information with parents and carers. They promote thorough hygiene procedures and ensure children wash their hands frequently. Staff promote children's health successfully and consistently remind the children about the importance of washing their hands frequently. They have the relevant first aid and food hygiene certificates.

Staff are excellent role models as they interact positively with the children and foster strong relationships with them. They genuinely respect and care for them, listening to their thoughts and opinions. The interactions are consistently stimulating; they are warm and caring and reflect their close relationships. Staff confidently implement the behaviour management policy, by using soft tones, distraction and praise. They sit and engage with the children during their play, for example when they are painting, having a tea party, or playing in the water outside. Staff explain instructions clearly, so children know what is expected of them. This means children's behaviour is exemplary and staff frequently praise children when they share, take turns and are considerate to one another, *"Wow! You are fantastic!"* Children develop positive self-esteem as they receive lots of praise and reassurance from staff.

Staff clearly recognise how best to support children through providing a wide range of opportunities for them to explore and experiment independently within the environment. As a result, children are at the centre of their own learning and development, and they are able to follow their own interests and curiosity. Staff maintain exemplary records and journals which reflect children's progress and achievements. They also create a '*floor book,'* which remains in the setting for visitors, parents and carers and the children to view. Children are clearly enthusiastic about the book as they are able to reflect on their own learning journeys. This means children feel valued and have a strong sense of achievement within the setting. Staff know the children well and are aware of children's individual needs and abilities. They create a relaxed and friendly atmosphere in the setting where children are able to choose to engage in quiet or energetic activities. Staff frequently use Welsh with the children and promote the Welsh language and culture through a variety of resources and activities.

Environment — Excellent

Leaders have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They implement the relevant policies and successfully embed clear systems within the setting. Leaders ensure the environment is extremely well maintained indoors and outdoors and provides stimulating areas for children to play and learn. They ensure staff supervise children well and recognise and understand the difference between acceptable and unacceptable risk for the ages and abilities of the children. Leaders complete daily and weekly checks of the premises, and all maintenance checks for the building and appliances are up to date. They practice regular fire drills and maintain the relevant records to ensure all staff and children can evacuate the building in an emergency.

Leaders provide a very stimulating, spacious and accessible area for children to enjoy their play by ensuring the premises are warm and welcoming. Displays are meaningful and reflect children's time in the setting. There are pictures of children's artwork on the walls which promotes their self esteem and sense of belonging. Leaders use neutral colours and many natural resources throughout the environment. This creates a sense of calmness, supports children's individual needs and enhances their curiosity and interests. The layout is well thought out and provides many excellent learning spaces for the children to safely explore and engage in a variety of opportunities. The outdoor space is an extension of the indoor environment. It is safe and secure, and leaders ensure children benefit from their time spent in this space as children clearly enjoy moving around the different spaces outside. The outside resources such as water play, the mud kitchen and the larger play equipment, encourage and extend children's play and learning experiences further. There is low level, accessible storage which enables children to independently retrieve the resources and toys they would like to play with.

Leaders create an exciting play environment for the children with a variety of resources to stimulate and interest them. For example, children thoroughly enjoy playing in the outdoor playhouse where they create a fast-food restaurant. Leaders provide quality furniture and equipment that is suitable for the developmental needs of the children. For example, there is appropriate furniture for children to sit at with ease to undertake tabletop activities and eat their lunch and snacks. The toilets are child-sized and support children to develop their independence skills. Leaders provide a diverse selection of resources to offer children opportunities and experiences that excite and amaze them through enhancing their curiosity and interests.

Leadership & Management — Good

Leaders have a clear vision that they communicate effectively with their staff, parents and carers. They ensure staff have a good understanding of their roles and responsibilities and they work well together as a team. Staff speak highly of each other and have a strong work ethic. Leaders have a detailed statement of purpose that accurately reflects the service and ensures parents and carers are making informed decisions about their children's care. They have a range of informative policies and procedures which they regularly review and implement successfully within the setting. Staff promote an inclusive setting and strive to achieve high standards, providing valuable learning and development opportunities for staff and children. They record children's preferences in detail, and leaders have the appropriate parental permissions in place.

Leaders recognise the importance of self-evaluation and have good systems in place to effectively plan for improvement. They actively seek feedback from parents, carers and children to inform their quality of care review. Leaders are approachable and welcome any ideas or suggestions to improve their practice. The report is well written and highlights their strengths, as well as areas they would like to improve further. For instance, staff have successfully introduced new systems to support children's speech and language development.

Leaders have high expectations and are motivated to lead staff well. They recognise the positive impact of current childcare practices on the health and well-being of the children in the setting. Leaders support staff in understanding their roles and responsibilities through regular appraisals and supervisions that are integral to their practice. This ensures staff are energetic and confident in their roles as they feel supported and valued by the leaders. Leaders follow excellent recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to effectively care for children. They have sufficient systems in place to ensure checks are completed in a timely manner. Leaders deploy staff effectively and ensure they maintain ratios.

Leaders promote positive partnerships with parents and carers, as well as other professionals. They are committed to working together to promote children's well-being. Parents are very happy about the care their children receive and feel they always have a positive experience. Leaders ensure their communication systems are inclusive, they develop meaningful relationships and leaders work closely with the school. This ensures successful transitions for the children which promotes positive outcomes and meets children's individual needs.

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.

CIW has no areas for improvement identified following this inspection.

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)
	No NMS Recommendations were identified at this inspection

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