Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Pencoed Pavilion Playgroup

Cricket Pavilion, Felindre Road, Pencoed, Bridgend, CF35 5PB

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Date(s) of inspection visit(s):

12/06/2025

Service Information:

Operated by:	Susan Hostettler, Veronica Clarke
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes an effort to promote the use of the Welsh language and cultural, or is working towards a bi-lingual service.

Ratings:

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

Summary:

Children are happy, settled and enjoy attending the setting. They develop well as they follow their interests and confidently explore their play environments. Children interact positively with their friends and staff, co-operating relatively well together. Their independence skills are developing as they participate in a variety of experiences.

Staff engage well with children and respond to their needs effectively. They have a flexible plan of fun activities and encourage a free play learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is safe, secure and clean. There is plenty of play space and a good selection of resources and experiences to encourage the children to play and learn independently. A good range of age-appropriate resources and equipment is available.

Leaders run an effective setting. They are committed to providing a good-quality service. They have adequate systems for evaluating and improving their setting. Leaders manage recruitment of staff relatively well. They develop positive partnerships with parents who are happy with the care their children receive.

Findings:

Well-being — Good

Children move around the setting confidently and freely choose resources from the selection available to them. Many children decide to play at the tabletop area or the role play corner but any not wishing to join in are not made to. For example, a child independently chooses to build a tower on the floor and spontaneously counts the blocks. Most children express their needs and wants by using some words and phrases, whilst others communicate using non-verbal cues such as pointing.

Children are settled, including relatively new children. They form close bonds with staff, which has a positive impact on their well-being and motivation. When needed, children seek gentle comfort and reassurance from staff. For example, a child sits on staff members lap when they are tired and felt immediately comforted by them. Children have a sense of belonging because some of their own craft work is on display throughout the setting.

Children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage relatively well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show enthusiasm when a staff member reads a book, engaging well with the story and sitting to listen. Nearly all children enjoy and take part in the movement and song sessions, engaging appropriately for their age and understanding. Most children concentrate for an appropriate length of time and respond positively to encouragement from staff. For example, during a tabletop playdough activity. They listen to instructions well, for example when they are asked to sit at the table for lunch or to help to tidy up.

Children are developing their independence skills relatively well, according to their age and development. Many children put on their coats, with little or some help from staff. Many children hold and use cutting resources well during a craft activity. We saw a few children visit the toilet independently for some tissue to wipe their nose. Some children confidently sing their chosen song at circle time.

Care & Development — Good

Staff implement the settings policies and procedures relatively well. Staff have completed their safeguarding training and respond well to safeguarding scenarios. They follow adequate hygiene procedures. However, children did not wash their hands and the table was not cleaned before snacks. Appropriate nappy change procedures are followed. Staff are knowledgeable about their roles and responsibilities in relation to keeping children safe. They give children safety messages. For example, they remind children to ride the bike in the physical play area to prevent bumping into other children. They support and encourage children's physical development by taking them outdoors regularly and providing a sectioned off physical play area within the hall. Staff provide children with a snack of biscuits and drinks are provided from home. However, a recommendation to provide healthy snack options was highlighted at the previous inspection. They generally complete accident and incident records effectively. Although, staff did not follow procedures when a minor accident occurred at the time of the visit. Staff told us that no medication is administered at the setting. At the time of the visit, the staff to child ratio was exceeded and daily registers were in place.

Staff communicate well with children and create a calm and relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills. Staff share a positive approach to managing children's behaviour and follow the setting's behaviour management policy effectively. They have developed a successful range of strategies to promote positive behaviour. They use distraction methods, praise children for using their words and for sharing resources. This has a beneficial impact on children's behaviour and self-esteem. We heard staff say, *"da iawn"* and *"well done"* and to celebrate achievements, staff clap their hands.

Staff support children's learning and development effectively. They focus well on the interests of the child, their individual needs and development. They regularly observe children's play and use a basic development checklist to track their progress. Detailed individual play plans are in place for some children. Staff know the children well and are aware of their individual preferences, likes and dislikes. For example, they provide children with their comforters at appropriate times. Staff work well together as a team to build the children's confidence and resilience. They provide interesting opportunities, which are led by the child's choices and decisions. Staff use Welsh well at the setting. For example, they use words and phrases, display various posters and sing songs during the session.

Environment — Good

Leaders ensure the indoor environment is safe and secure. The main door is locked and visitors are signed in and out of the setting. There are suitable, basic risk assessments in place. However, not all have been dated for review purposes. For example, the general risk assessment is dated 2021. At the time of the inspection, PAT electrical testing had not been completed. This had been highlighted as a recommendation at the previous inspection. Following the inspection, leaders provided a satisfactory certificate. Leaders ensure that maintenance checks for the heating system were valid. Fire drills are practised and recorded to ensure all staff and children know how to evacuate the building safely in the event of an emergency. However, fire drill practises are not regular and records are not detailed. Leaders have good systems in place to safely manage children being collected.

The setting operates from a self-contained hall within the cricket pavilion. The premises are warm and welcoming and provide a suitable environment for children to play and learn. The indoor environment is used well to promote learning and development. Leaders ensure separate areas within the playroom allow children to choose whether they want quiet time, craft work activities, floor play and role play in the home corner area. The indoor area is divided and sectioned off for children to have opportunities for physical play. There is no dedicated permanent outdoor space, however, leaders section off an area outdoors, to provide children with fresh air and play opportunities. Leaders told us they use the playing fields and local park often. Suitable child-sized toilets are available, where nappy changing also takes place.

Leaders provide a good range of age and developmentally appropriate toys and resources that engage children well. The toys, furniture and play equipment are clean and well-maintained. Leaders positively encourage active learning through activities such as role play, sensory and problem-solving play, where children concentrate for an appropriate amount of time according to their age and stage of development. Leaders are beginning to introduce more natural and authentic resources to the setting, such as real clothes for dressing up and hay and leaves for craft activities. Most resources are stored at a low level so children can access them and make choices independently. For example, we saw a child help themselves to the jigsaws and threading resources, whilst others helped themselves to the vehicle box. Leaders told us they promote cultural awareness and diversity by celebrating different festivals and celebrations. These include Diwali, VE Day and Chinese New Year, where children complete various craft activities. This ensures that children gain an appropriate understanding of the world they live in.

Leadership & Management — Adequate

Leaders are committed to providing a good-quality service and they are enthusiastic about their work. They have made some improvements following the last inspection. There are appropriate policies and procedures in place which contribute effectively to the smooth running of the setting. Leaders regularly review these policies and procedures and ensure staff implement them appropriately. However, the child protection policy has not been updated with the relevant legislation and does not include enough detail. There is an up to date and clear statement of purpose. Leaders ensure they collect, record and monitor the required children's records. We looked at a sample of records including registers, children's records, which were all well-maintained. Public liability insurance and the Information Commissioners office certificates are valid. Leaders ensure they engage with Care Inspectorate Wales and other regulators when necessary.

Leaders have a basic self-evaluation system in place to help them plan how they will improve their service. They have developed a written report, which includes using the feedback from parents, however, does not contain feedback from children, staff or professionals.

Leaders follow a relatively safe recruitment process to safeguard children. They have suitable systems in place to update suitability checks for all staff as required. However, not all records are in staff files. Leaders told us they have the documents and following the inspection leaders told us they had ensured that all the required information are in staff files. Most staff members have years of experience of working with children. However, only one staff member held the required child care qualification. *Outcomes for children require improvement and we expect the provider to take action.* All staff hold the required safeguarding training certificates, and some staff have completed the required first aid training. Staff annual appraisals are completed. Staff told us they feel very well supported by leaders, they have regular informal discussions, and they are really happy in their work. However, formal supervision sessions are not recorded. *Outcomes for children require improvement and we expect the provider to take action.* Staff have attended numerous training courses, such as speech and language, ALN and behaviour management.

The setting has good partnerships with parents. They keep them informed about what their children are learning and how well they are progressing through written and regular informal updates. Leaders and the setting have good links with external agencies and the local primary school which supports children in their transitions into the setting and in their next stage of education well.

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
We found potential poor outcomes for children as staff caring for them do not hold the required child care qualifications.	12/06/25
We found potential poor outcomes for children as staff caring for them do not have the opportunity for individual formal supervisions in order to raise potential issues and concerns as well as to reflect on their practice.	12/06/25

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	All staff should hold the required first aid training.
Standard 18 - Quality assurance	Ensure review of service includes feedback form children, staff and professionals.
Standard 20 - Child protection	Ensure the policy is updated with current legislation.
Standard 24 - Safety	Ensure risk assessments are reviewed at least annually.
Standard 5 - Records	Ensure all accidents are recorded and parents/carers collecting children are asked to sign the record to acknowledge the entry.

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Ensure all child and staff records are audited to ensure that all necessary information is available.
Ensure maintenance checks are available for inspection.
Fire drill practices must be carried out more frequently and detailed records kept.
Ensure good hygiene procedures are followed consistently.
Ensure the Welsh Government healthy eating guidance is followed.

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