Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Resolven Building Blocks

Resolven Integrated Centre, Resolven, Neath, SA11 4AB

01639710076

www.buildingblocksfamilycentre.co.uk

Date(s) of inspection visit(s):

28/03/2025, 26/03/2025

Service Information:

Operated by:	Resolven Building Blocks
Care Type:	Children's Day Care
Registered places:	63
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	This service is not making a significant effort to promote the use of Welsh language and culture

Ratings:

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

Summary:

Children are confident, happy and enjoy their time at Resolven Building Blocks. They have good opportunities to make choices and decisions about what affects them, and they enjoy choosing what they want to do and how they want to play.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They are caring, nurturing and consistently responsive to children's needs. Staff manage interactions successfully using positive strategies to ensure children feel valued and happy. They meet children's individual needs because they know the children well.

Leaders provide a safe, secure and clean environment with plenty of space for children to play. They identify any unnecessary risks and eliminate them as far as possible. Leaders ensure children are able to access furniture, equipment and a range of resources and materials that are appropriate and suitable for their needs.

Leaders are organised and manage the setting effectively. They have a good range of policies and procedures which staff implement successfully. Leaders strive to provide a quality service and actively support staff to do their best through sufficient ongoing training, support and resources. Leaders are committed to ensuring parents and carers feel included in their child's learning.

Findings:

Well-being — Good

Children are confident communicators and have good opportunities to make choices and decisions about what affects them. They are confident to direct their own play; initiating games and asking for support from staff when needed as they know they will receive an immediate response. We heard children laughing and giggling throughout the day, often joking with staff and teasing one another.

Children value their time at the setting and arrive excitedly. They feel safe and secure; they chat happily with their friends and staff throughout the day. Children are clearly familiar with routines as they immediately line up to wash their hands when it is time to eat. They have a strong sense of belonging and are forming positive attachments with each other and staff. Some children often play together or play independently, and others engage with a member of staff in their play. For example, one child played independently in the kitchen area, whilst others played together with the animals and another child invited staff to play in the sand with them.

Children are considerate towards their friends and use the space cooperatively. They excitedly play alongside each other and are beginning to share and take turns. For example, when a child was hiding objects in the sand with a member of staff, they shared the resource and took turns with another child who came to join in. Children are confident chatting to us and asking us about our roles. Many children tell us they enjoy playing with their friends and staff and have fun at the setting.

Children are interested in their play and learning. They enthusiastically choose from a good range of activities, which are stimulating and interesting. Children are curious to explore the different resources and equipment as they have the space and time to follow their interests, and their individual needs are met. Children enjoy initiating their own play and confidently move resources around. Children focus on tasks for extended periods of time have a high feeling of achievement and self-esteem as staff encourage them to evaluate their own play.

Children have good opportunities to develop their independence skills. They help with tidying up chores and wash their hands independently before mealtimes. Children can make decisions about whether to engage in adult led activities or free play and they are confident retrieving resources by themselves. They are learning skills that enable them to become more responsible for their own actions and to be independent in their own play and learning.

Care & Development — Good

Staff follow the health and safety procedures in place effectively to ensure the well-being of the children. They demonstrate good infection control through regular handwashing and cleaning all surfaces before children sit down to have their food to minimise the risk of cross infection. Staff are aware of allergies including signs and symptoms and appropriately display allergy information and undertake regular training. They have a good understanding of their responsibilities to protect children; confidently answering safeguarding scenario questions. Staff have effective procedures in place to accurately record accidents, incidents and the safe administration of medication. They ensure parents and carers are informed and sign the relevant records.

Staff promote positive behaviour very well; they consistently implement appropriate behaviour management strategies in line with their behaviour management policy. They manage children's interactions well, helping the children to cooperate and develop their social skills. Staff sit and chat with the children and respond appropriately to discussions. They are good role models and affectionately praise and affirm children which encourages them to make good choices consistently. For example, when a child followed instructions to *"Come down so you don't fall,"* staff immediately praised them, *"Excellent listening, well done!"* This promotes children's self-esteem and self-confidence. Staff have a good understanding of children's development, which reflects on how they manage behaviour.

Staff have a good knowledge of play-based learning and are appropriately qualified. They know the children well and have a good understanding of their individual needs and routine. Staff provide a good range of play and learning activities and frequently support and extend children's understanding in their play and learning. They encourage children to lead their own play; experimenting and creating whatever they want. For example, children were making cakes with the sand when one child took a pot of sand over to the play kitchen area and put it in the oven. When she took it back to the sand pit, staff praised her, *"You are so good at making cakes!"* Staff use incidental Welsh during the session and sing Welsh songs during carpet time and activities. They support and provide for children with additional needs and recognise the need to provide a flexible environment and routine. Staff reflect on training opportunities and seek ways to implement strategies which will have a positive impact on all children in their care.

Environment — Good

Leaders ensure the environment is safe, secure and well maintained. They implement successful measures and procedures and ensure all routine safety checks are carried out for the building such as an electrical safety check and fire safety equipment testing. Leaders complete appropriate risk assessments which are reviewed regularly, and they swiftly address any hazards they identify promptly. Leaders maintain accurate records of children's attendance and ensure the premises are secure with a good system in place to record any visitors to the setting. This means they can account for all the children present at any time. Leaders practise an appropriate number of fire drills to ensure children are familiar with the routine and they regularly check fire safety equipment. They follow thorough cleaning routines to ensure the environment is well managed in terms of infection prevention and control.

Leaders provide a welcoming and friendly environment which is inclusive and encourages children to be themselves. They ensure the environment is well laid out with different areas which support children in their play and learning. It has very good indoor play spaces allowing children to be able to explore freely and independently. For example, children are able to move from one area to another, transporting resources and equipment during their play. The environment is organised in a way that meets the needs of the children and enables them to reach their full potential. There are appropriately sized table and chairs in the various childcare rooms, which allow children to take part in activities and eat their snacks comfortably. There are colourful displays throughout the setting, which provide information for parents and display a wide selection of children's artwork. As a result children feel valued and proud of their achievements.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources that spark children's creativity and imaginative play. They know the children well and this is reflected in the resources they provide. There is a range of craft materials, books, jigsaws and games, vehicles, construction toys, dressing up outfits and well-resourced toy kitchen areas in the different childcare rooms. Resources are sufficient in quantity to allow children a choice and prevent disagreements. Leaders ensure children are able to easily access resources and materials as they are stored on low level shelves or within reach. They are labelled which ensures children can independently choose what they want to play with.

Leadership & Management — Good

Leaders manage the service effectively and are committed to ongoing improvements. They have a clear vision which they regularly review and share successfully with others. Leaders review the policies and procedures annually to ensure they include relevant, up to date information, and staff confidently implement these in practice. Leaders provide parents and carers with a detailed Statement of Purpose which accurately reflects the service and ensures they can make an informed decision regarding the care of their child. They agree appropriate contracts with parents and have a suitable procedure for obtaining permissions for activities such as photographs and accessing emergency medical treatment. Leaders maintain their public liability and Information Commissioners Office (ICO) certificate.

Leaders regularly review and reflect on the service they provide in order to support their quality of care review. They seek feedback from the children as well as their parents and carers and they provide opportunities for them to make suggestions for improvements. Their review is a detailed document which recognises the setting's strengths and prioritises areas for improvement, such as developing their use of an app to further enhance their communication with parents.

Leaders maintain suitable ratios of staff to children to ensure they care for children well. They implement safe recruitment procedures to safeguard children and carry out the relevant checks prior to employment to ensure staff are sufficiently qualified and competent to care for the children. This includes sufficient systems to ensure all staff have a current Disclosure and Barring Service (DBS) certificate and they receive regular appraisals and supervisions which supports staff and provides an opportunity to discuss any issues which may arise. Leaders recognise the importance of supporting staff through their own development and therefore ensure they receive regular training. This means staff are consistently aware of new initiatives which supports them to further their professional development. Staff tell us they are happy and feel supported in their roles. They have a positive experience in work, and some have been there for several years.

Leaders are approachable and have developed meaningful and positive relationships with parents and carers as well as a range of other professionals and key stakeholders. There are good systems in place to keep parents well informed about their child's time at the setting. Staff ensure good verbal handovers with parents at the start and end of sessions. Leaders are committed to engaging with parents, and they work closely with the local school to support the children as they move to nursery. This ensures children are at the centre of the care they provide and are able to reach their full potential.

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.

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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